2/3/98
HDS

WASHINGTONIANA DIVISION
DC. COMMUNITY ARCHIVES

SEPARATION SHEET

Item(s): photo of children
approx 14" x 17"

Description:

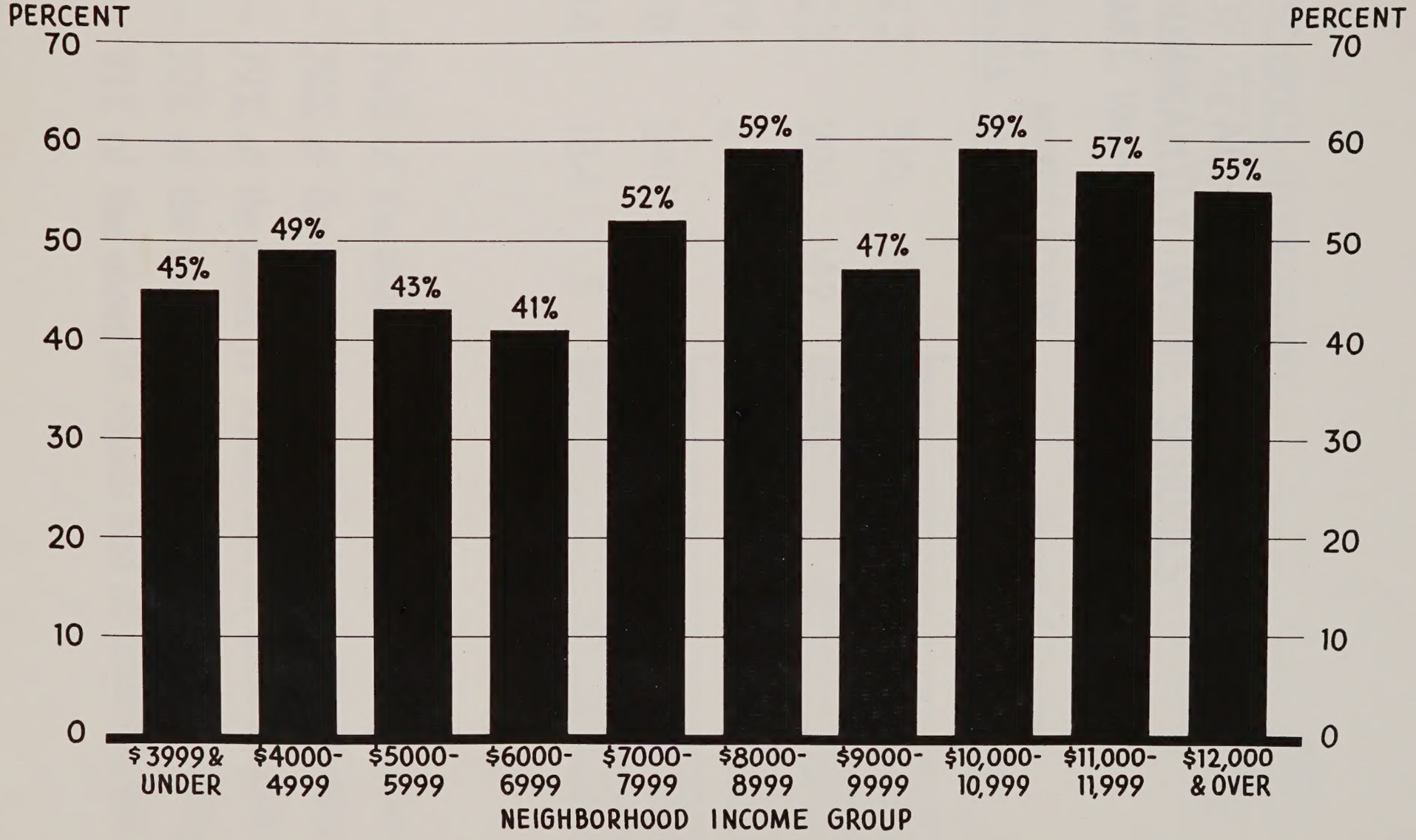
Original Location:
Collection: coll 1
Series: SER-S-C
Folder Title: Hobson - West Inst for Gen Ed
Box Number: Bx 5 WIRE Pub. Draft material

Transferred To:
Collection: same
Series: AV
Folder Title: WIRE Publication Draft mat. 1967
Box Number:
Exhibit:

NOTE: Should be acid-free paper.

D. C. ELEMENTARY SCHOOLS

PERCENT PERMANENT TEACHERS, BY NEIGHBORHOOD INCOME GROUP, 1969



Source: D. C. Public Schools

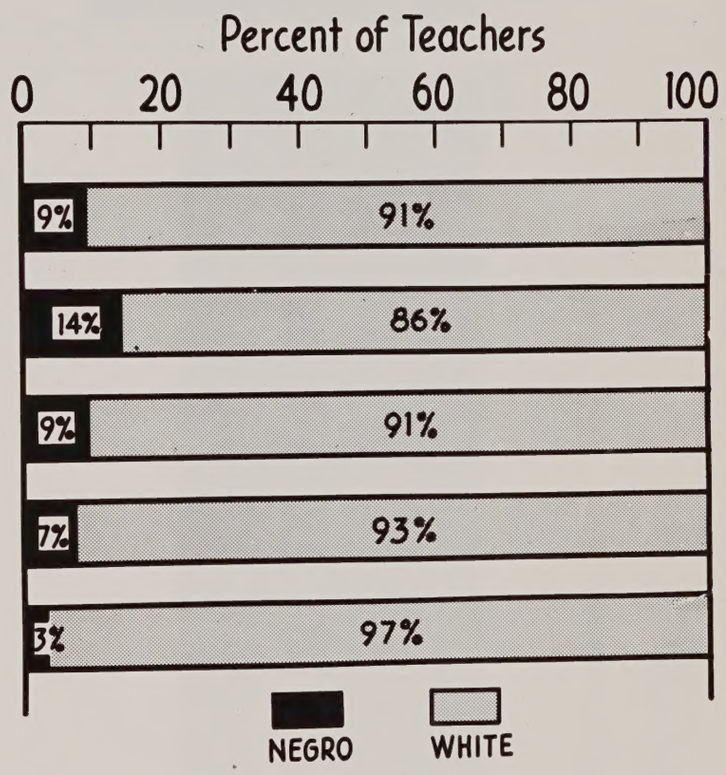
D.C. PUBLIC SCHOOLS (ELEMENTARY)

PLAINTIFF'S EXHIBIT

DEGREE OF TEACHER SEGREGATION IN ALL-WHITE AND PREDOMINANTLY WHITE SCHOOLS

SCHOOL YEARS 1961-62 TO 1965-66

SCHOOL YEAR	NO. OF SCHOOLS	NO. OF TEACHERS	
		WHITE	NEGRO
1961-62	23	310	31
1962-63	23	298	49
1963-64	19	249	25
1964-65	18	240	17
1965-66	14	184	5



In 1961-62 – 74% of the above 23 schools had all-white faculties

In 1962-63 – 74% of the above 23 schools had all-white faculties

In 1963-64 – 79% of the above 19 schools had all-white faculties

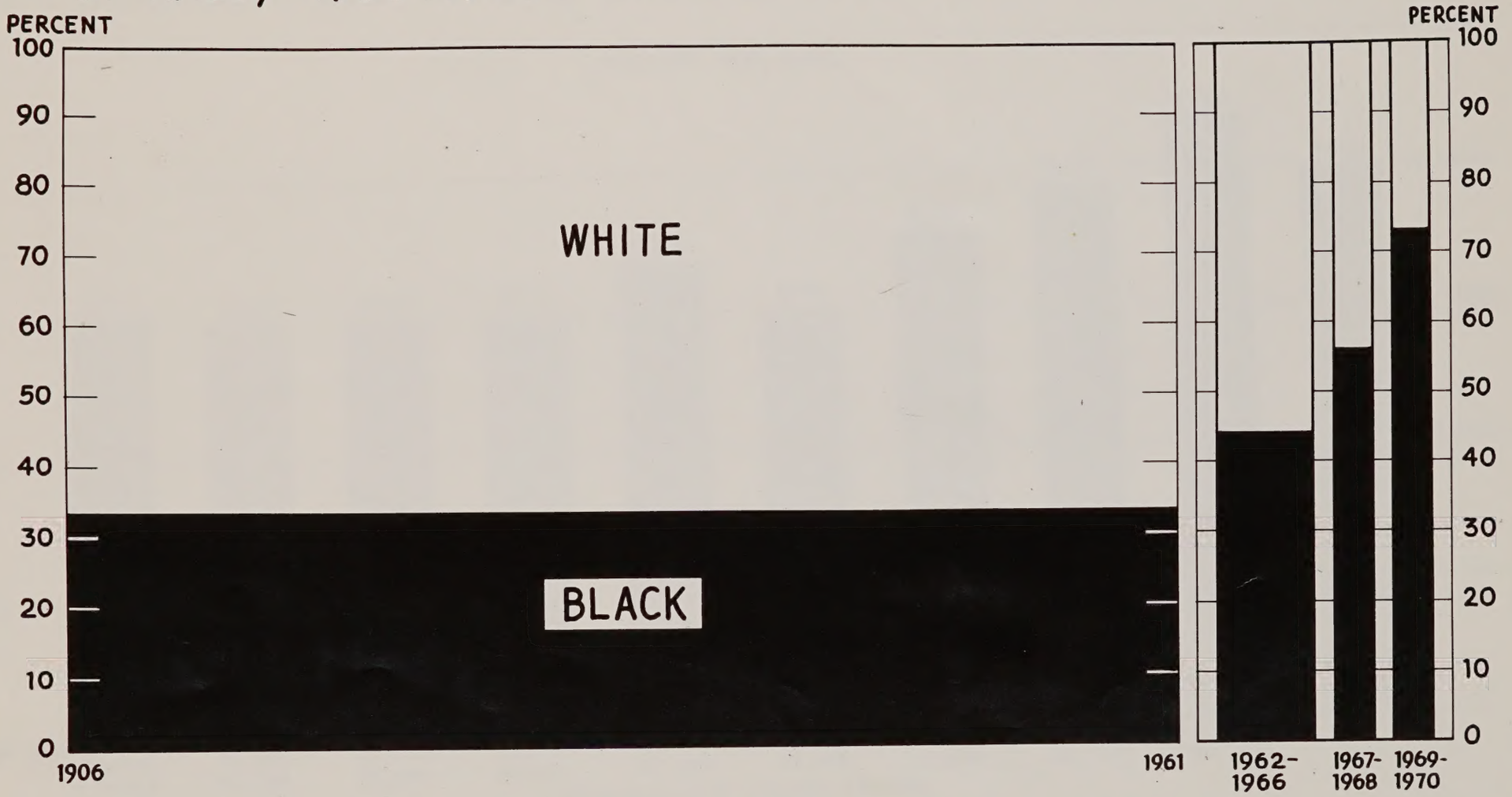
In 1964-65 – 72% of the above 18 schools had all-white faculties

In 1965-66 – 71% of the above 14 schools had all-white faculties

Source: D.C. Public Schools

D. C. PUBLIC SCHOOLS

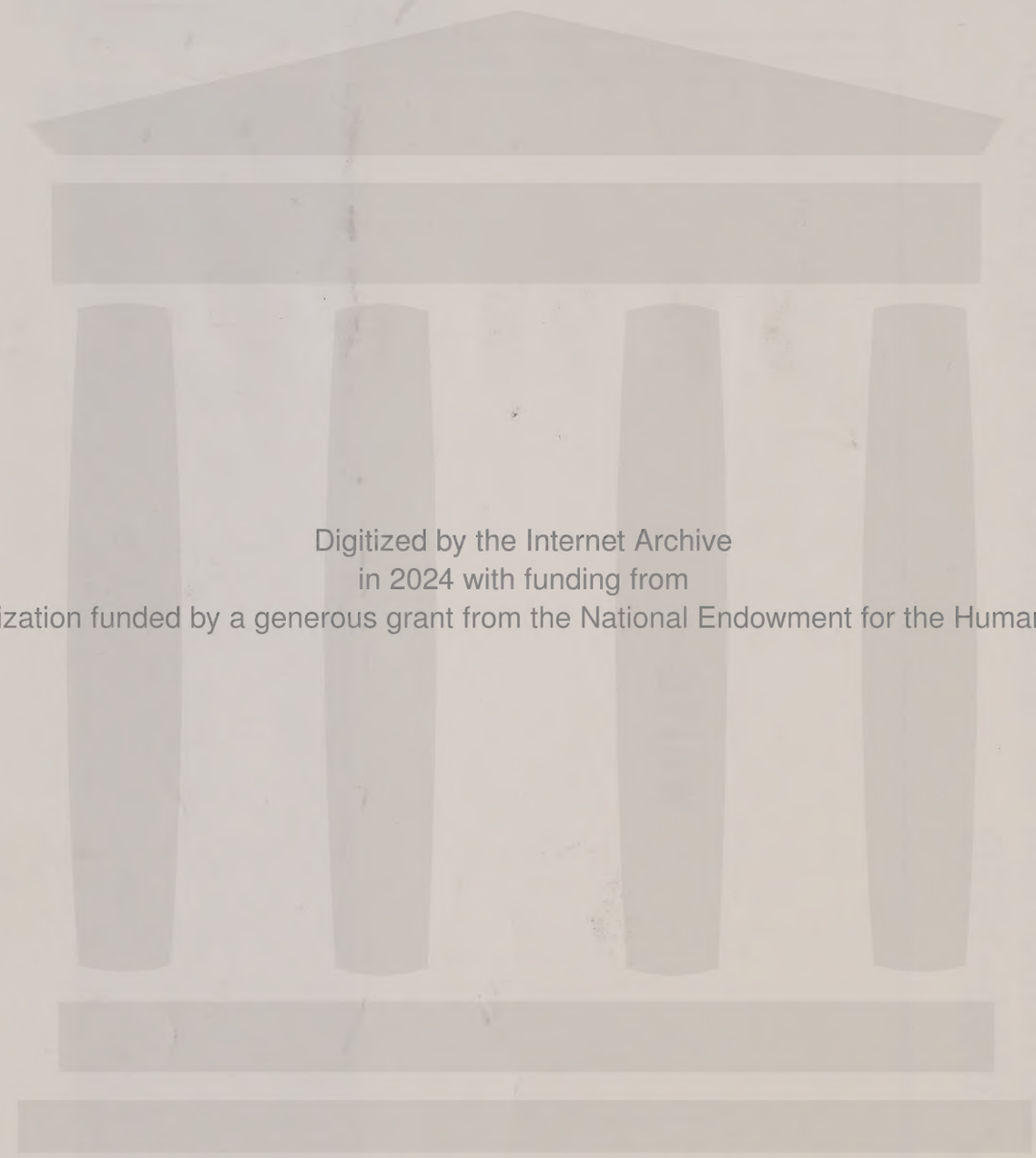
PERCENT DISTRIBUTION OF MEMBERS OF THE BOARD OF EDUCATION, BY RACE, 1906-1970



NOTE: 1906 through 1968, the Board of Education consisted of 9 members, all appointed by U.S. District Court Judges.

1969 to present, the Board consists of 11 members, all elected by D.C. residents as result of a law enacted by the U.S. Congress.

SOURCE: D.C. BOARD OF EDUCATION

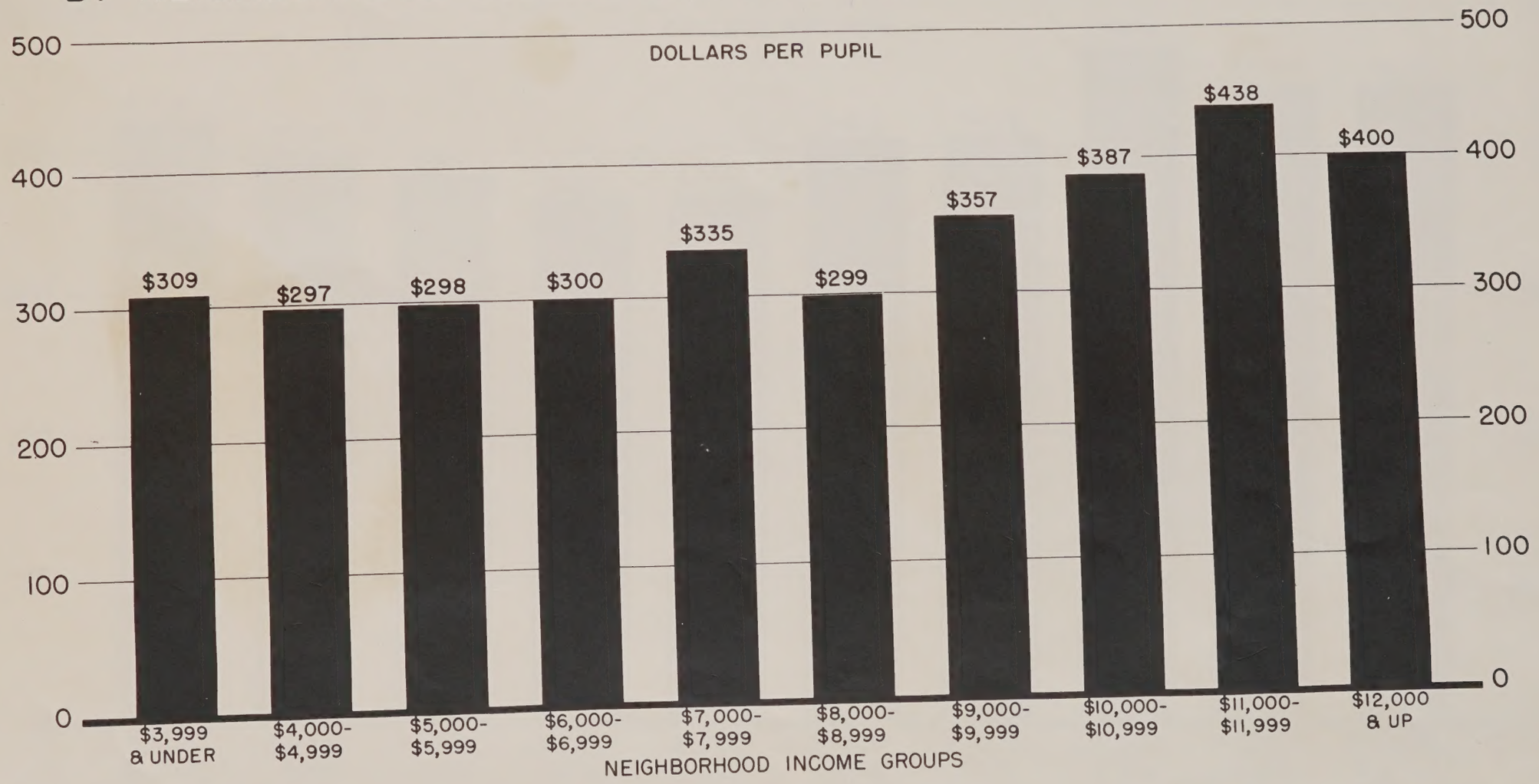


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https://archive.org/details/box25_drafts

D.C. PUBLIC SCHOOLS

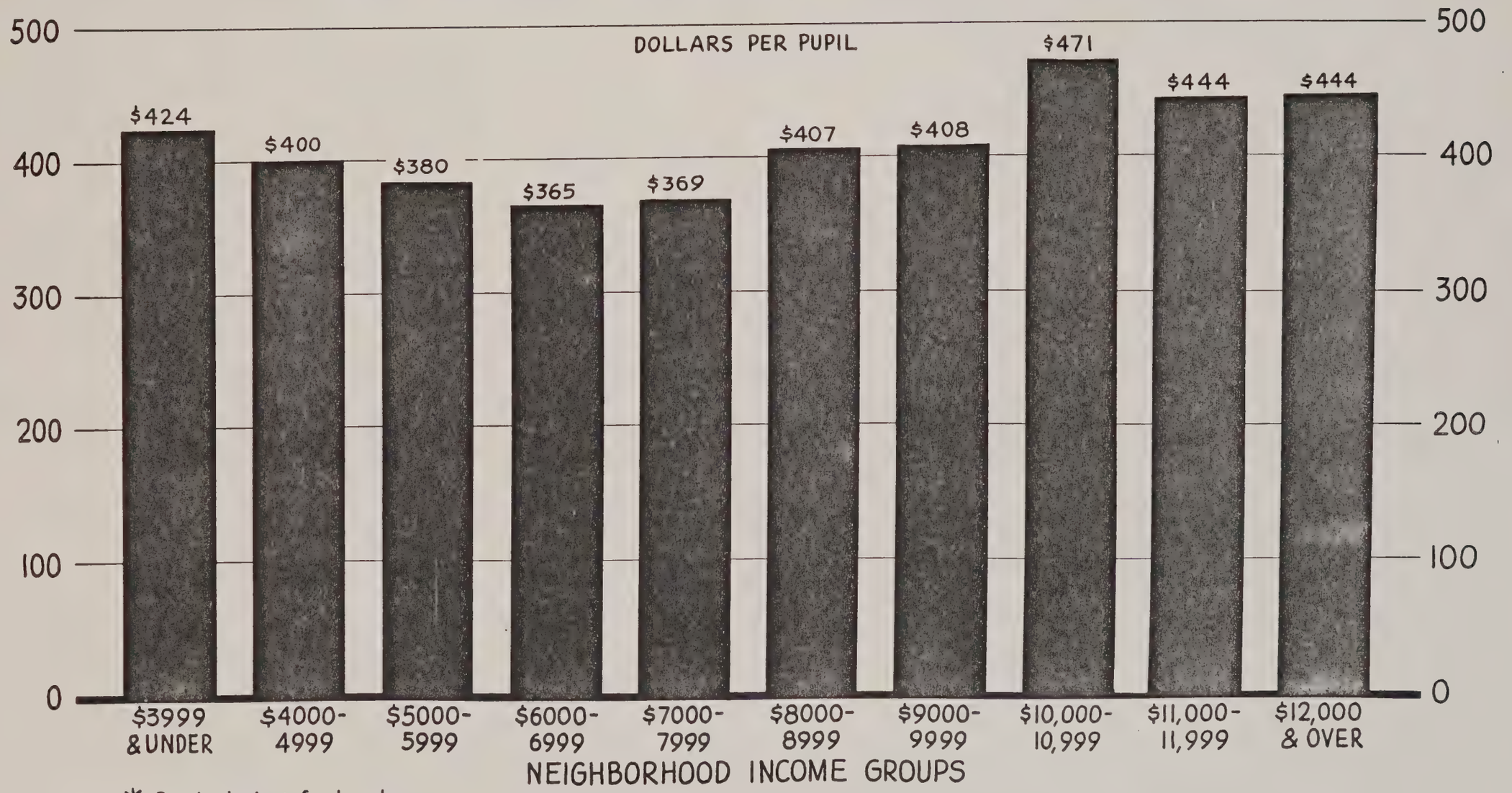
AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Source: House Comm. on Education & Labor

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, FISCAL YEAR 1968*

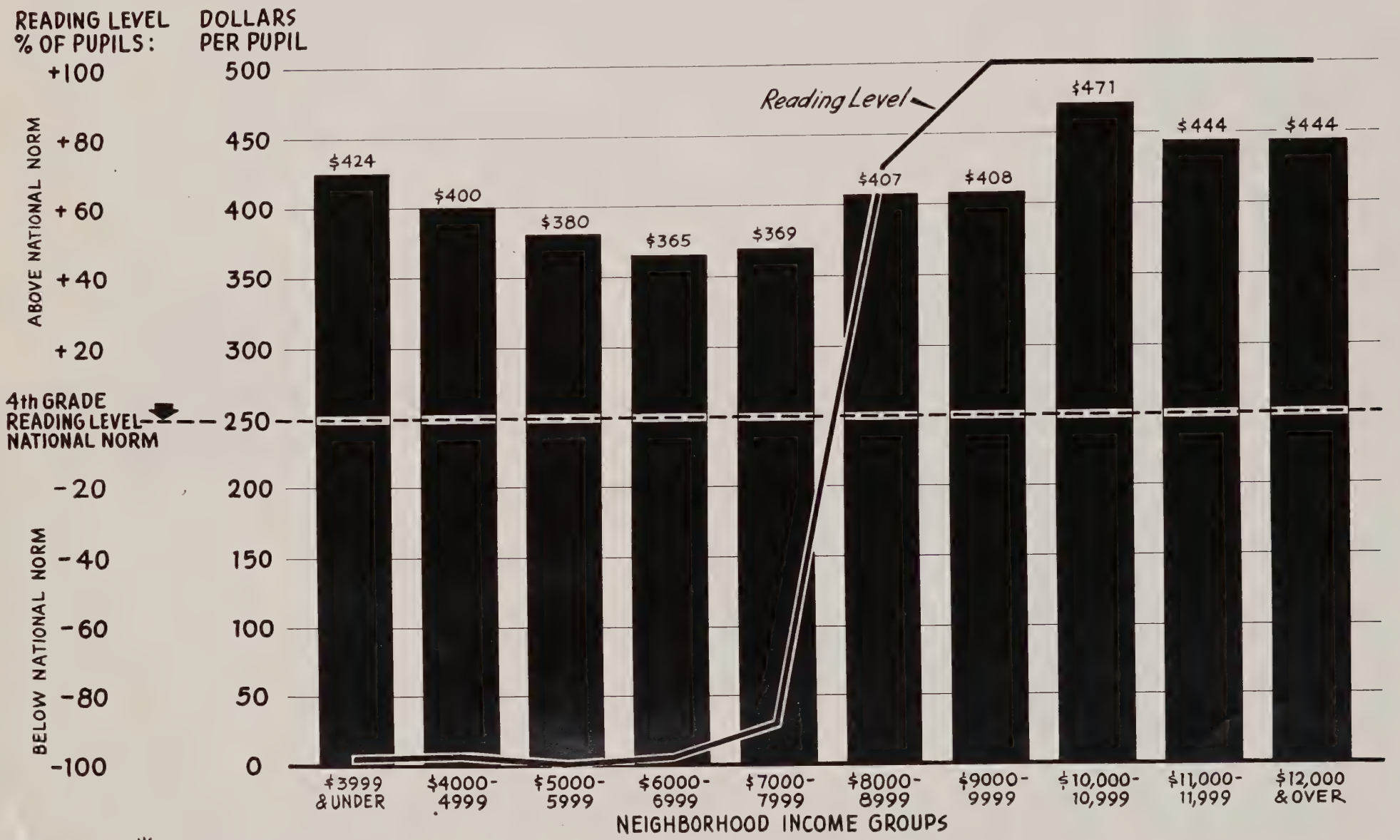


* Regular budget funds only

SOURCE: D.C. PUBLIC SCHOOLS

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS, BY NEIGHBORHOOD INCOME GROUPS, 1968*, AND 4th GRADE READING LEVEL, 1969



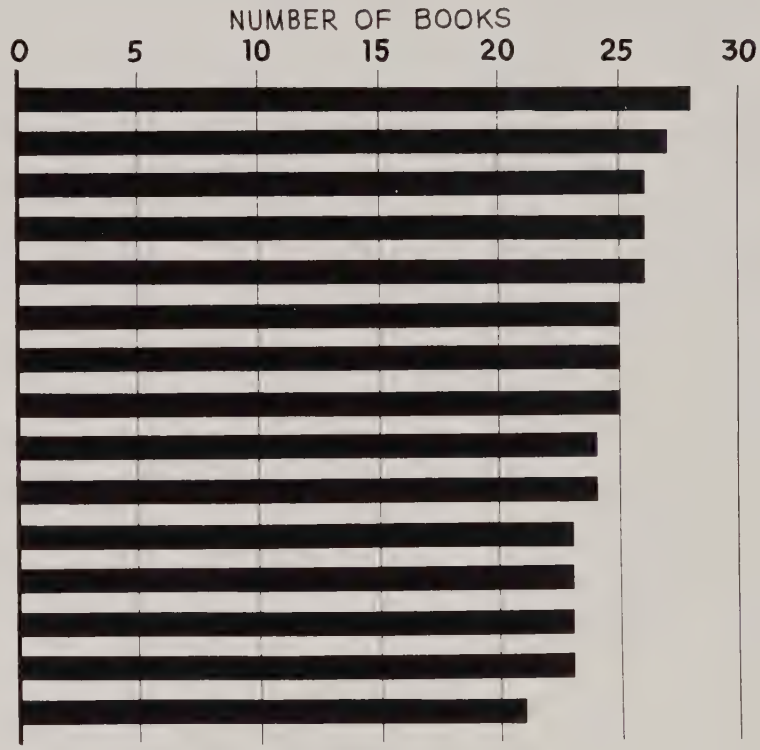
* Regular budget funds only

SOURCE: D.C. PUBLIC SCHOOLS

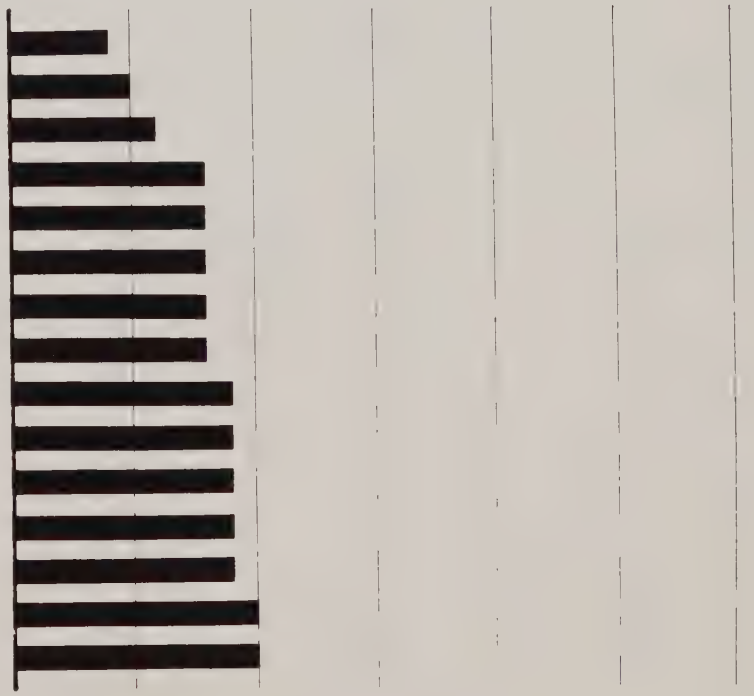
D.C. PUBLIC SCHOOLS

AVERAGE NUMBER OF BOOKS PER PUPIL, ELEMENTARY SCHOOLS, 1969

15 SCHOOLS WITH HIGHEST AVG. NO. OF BOOKS PER PUPIL	NO. OF BOOKS
SEATON	28
BRENT	27
GODING	26
WALKER-JONES	26
SIMONS	26
WOODRIDGE	25
KEENE	25
CLEVELAND	25
KINGSMAN	24
MAURY	24
AMIDON	23
LEWIS	23
SLATER	23
WEST	23
MANN	21



15 SCHOOLS WITH LOWEST AVG. NO. OF BOOKS PER PUPIL	
SLOWE	4
DRAPER	5
HARRIS	6
STEVENS	8
MORGAN & ANNEX	8
YOUNG	8
MERRITT	8
BROOKLAND	8
BUNKER HILL	9
GREEN	9
RIVER TERRACE	9
SAVOY	9
THOMAS	9
COOKE, H. D.	10
LANGDON	10

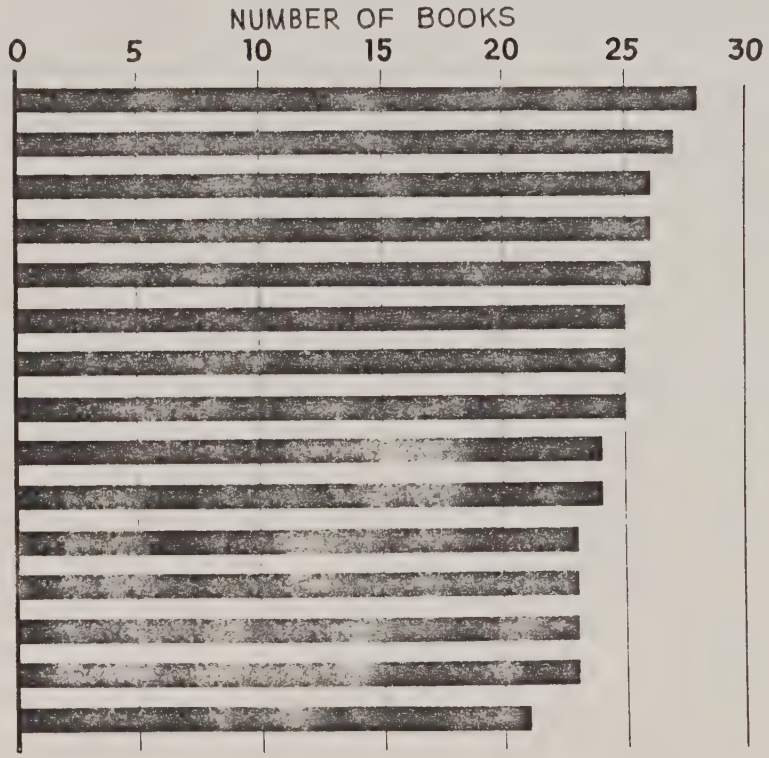


SOURCE: D.C. PUBLIC SCHOOLS

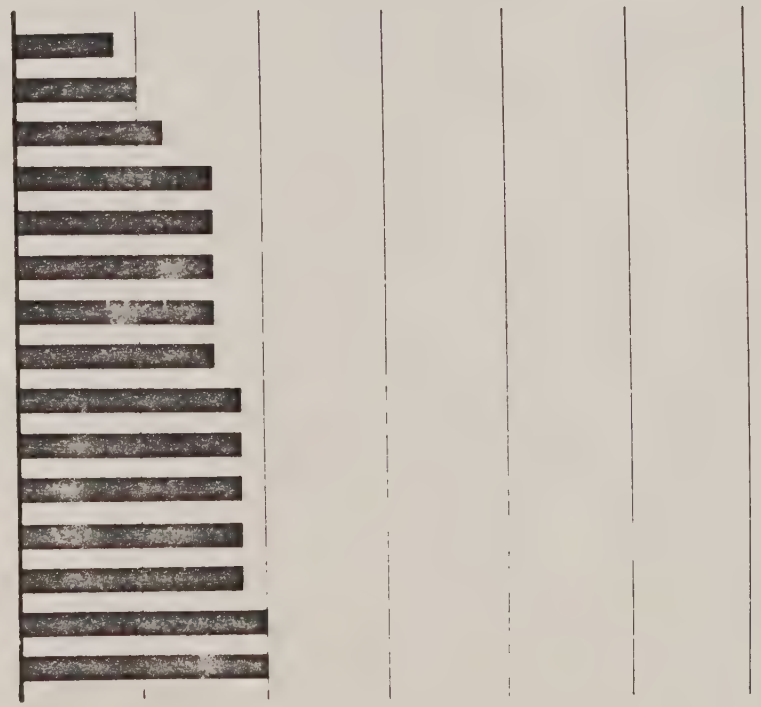
D.C. PUBLIC SCHOOLS

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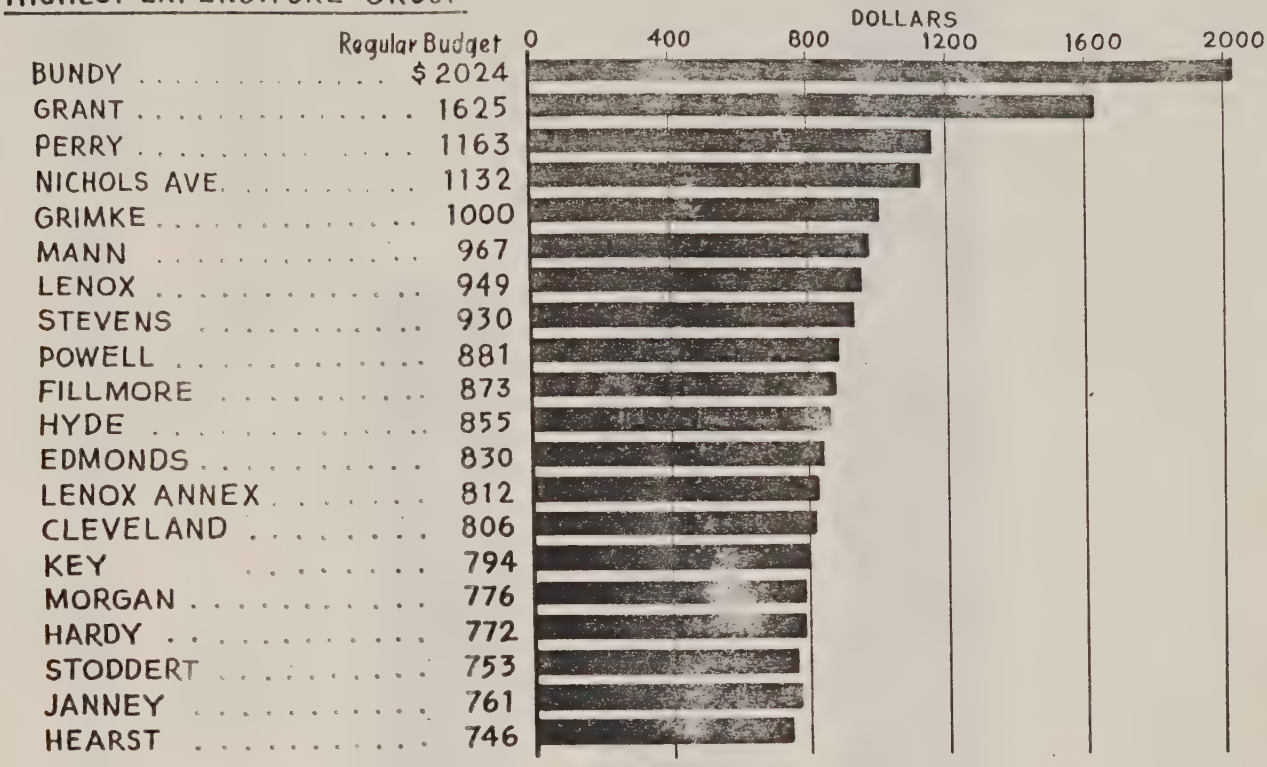
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COOKE, H. D.	10
LANGDON	10



SOURCE: D.C. PUBLIC SCHOOLS

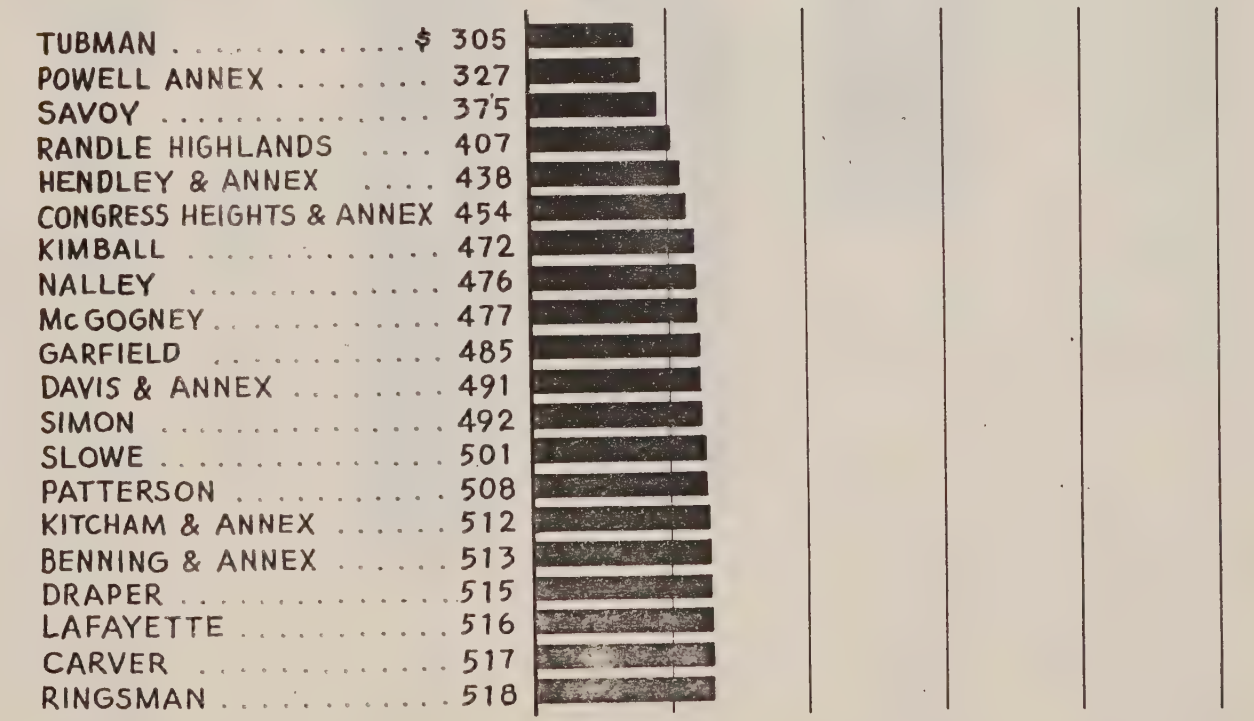
EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS, 1969-1970

HIGHEST EXPENDITURE GROUP



	Regular Budget
BUNDY	$2024
GRANT	1625
PERRY	1163
NICHOLS AVE.	1132
GRIMKE	1000
MANN	967
LENOX	949
STEVENS	930
POWELL	881
FILLMORE	873
HYDE	855
EDMONDS	830
LENOX ANNEX	812
CLEVELAND	806
KEY	794
MORGAN	776
HARDY	772
STODDERT	753
JANNEY	761
HEARST	746

LOWEST EXPENDITURE GROUP



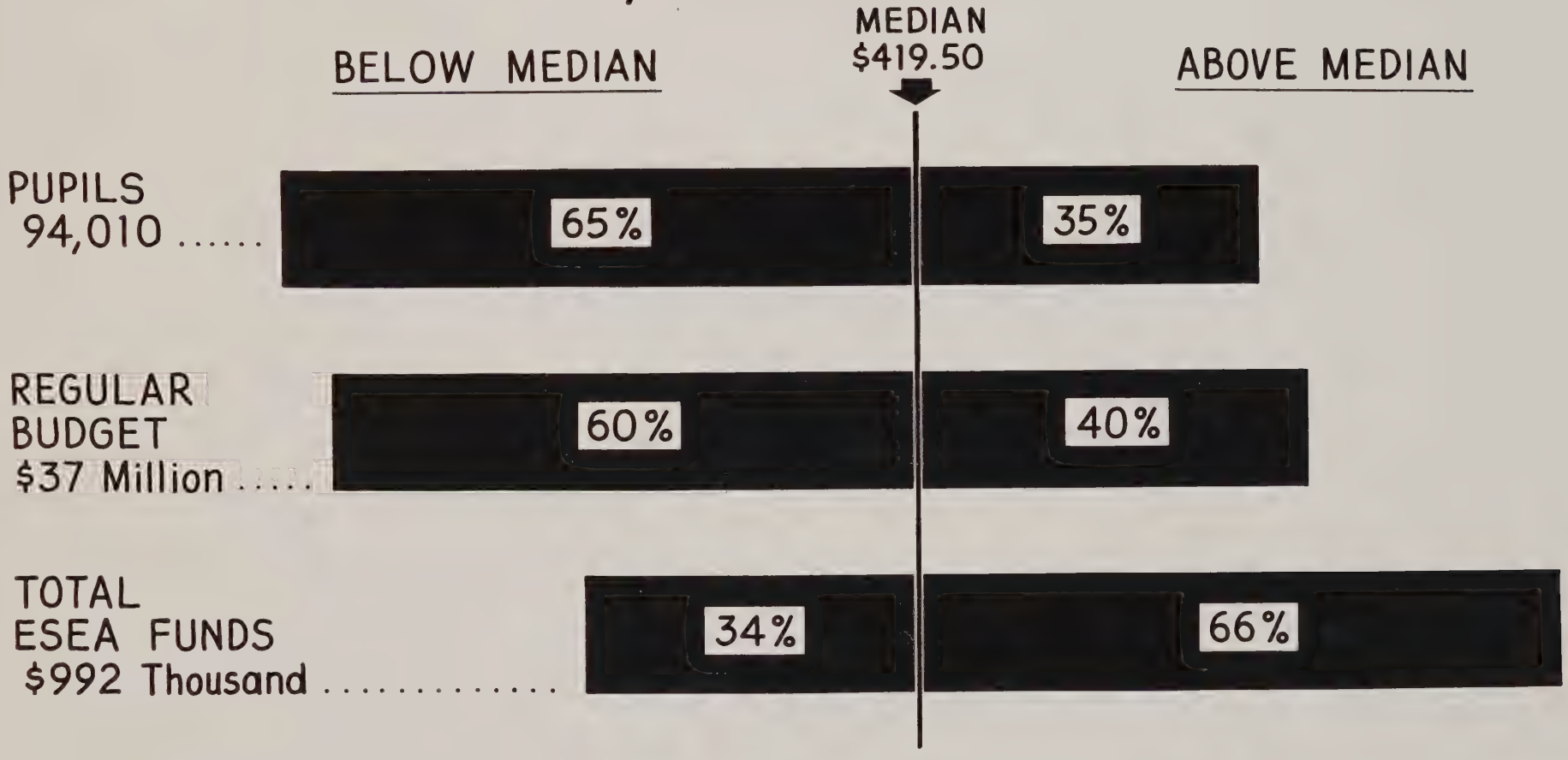
TUBMAN	$ 305
POWELL ANNEX	327
SAVOY	375
RANDLE HIGHLANDS	407
HENDLEY & ANNEX	438
CONGRESS HEIGHTS & ANNEX	454
KIMBALL	472
NALLEY	476
McGOGNEY	477
GARFIELD	485
DAVIS & ANNEX	491
SIMON	492
SLOWE	501
PATTERSON	508
KITCHAM & ANNEX	512
BENNING & ANNEX	513
DRAPER	515
LAFAYETTE	516
CARVER	517
RINGSMAN	518

In 1964 the spread between the highest and lowest school was $411. By 1968 the spread equaled $506. The above data for 1970 show that the spread has increased from 1968 by 240% or to $1719.

Source: D.C. Public Schools

D.C. PUBLIC SCHOOLS: ELEMENTARY

PUPILS AND EXPENDITURES IN SCHOOLS ABOVE AND BELOW THE MEDIAN EXPENDITURE PER SCHOOL, 1968



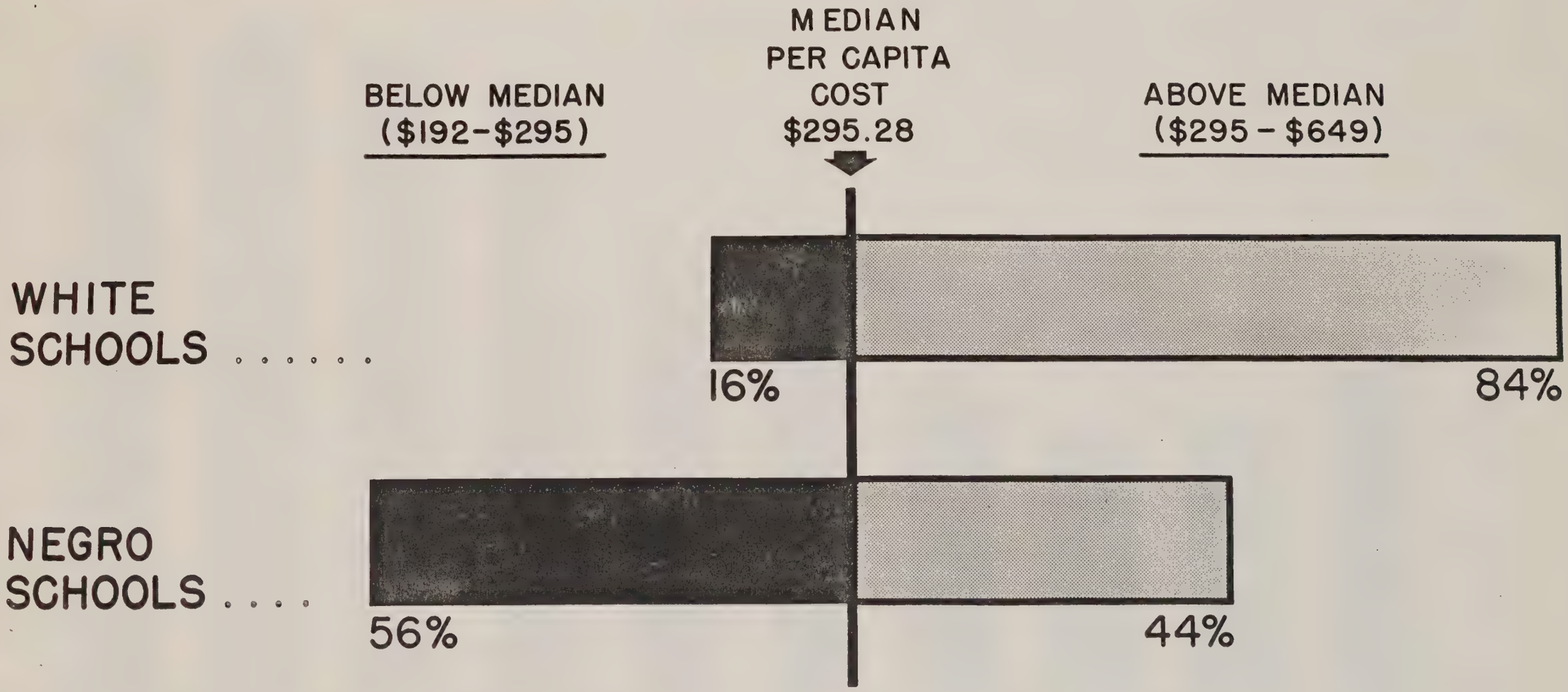
Military Road School not included.

* Median expenditure based on ESEA plus regular budget funds.
Average expenditure above median, $470; below median, $368.

Source: D.C. Public Schools: Superintendent's letter dated May 26, 1969.

D.C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOLS RANKED ABOVE AND BELOW MEDIAN PER CAPITA COST, BY RACE, 1964-65

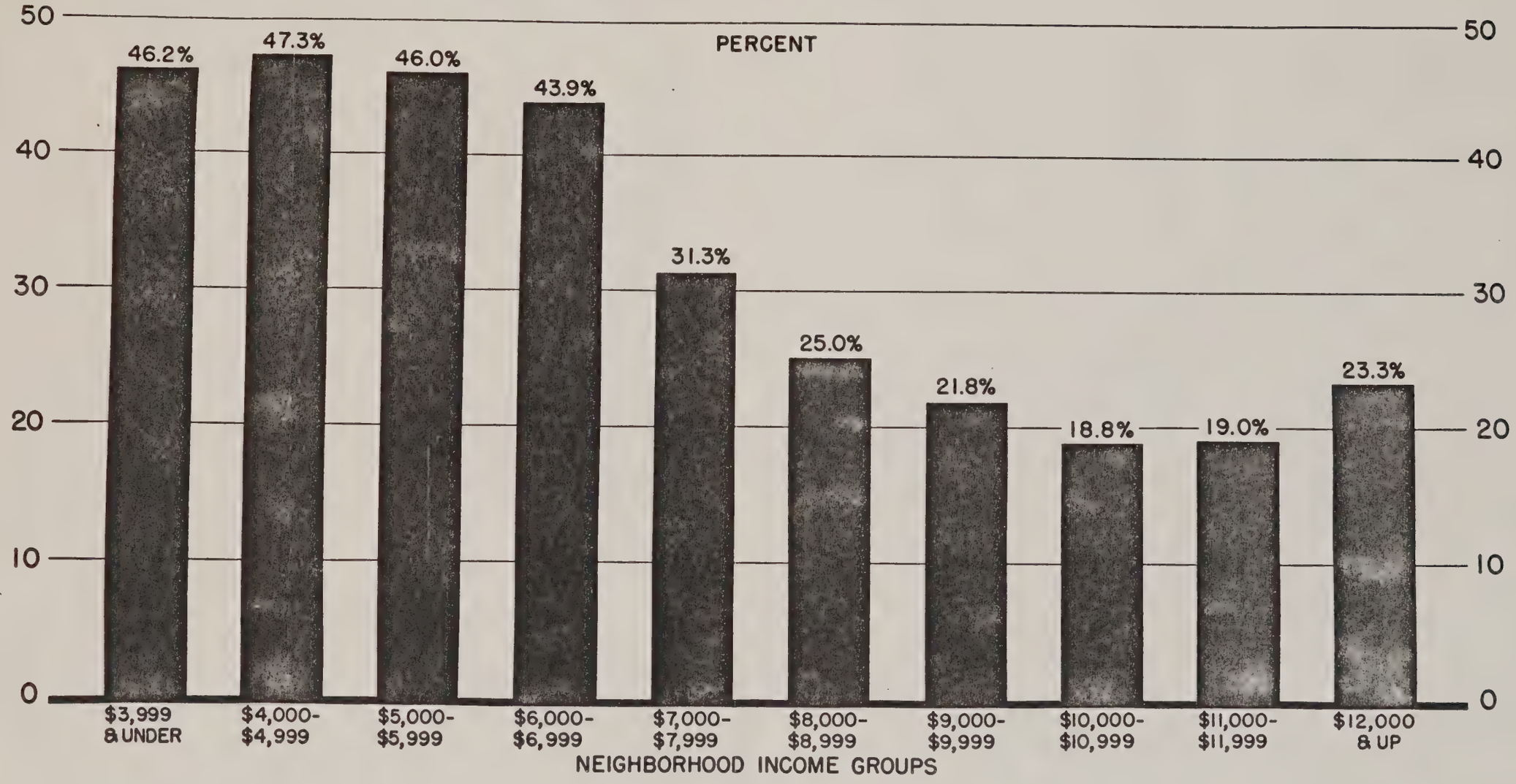


Note: *Seven of the 10 top ranking schools are predominantly white*

Source: D.C. Public Schools

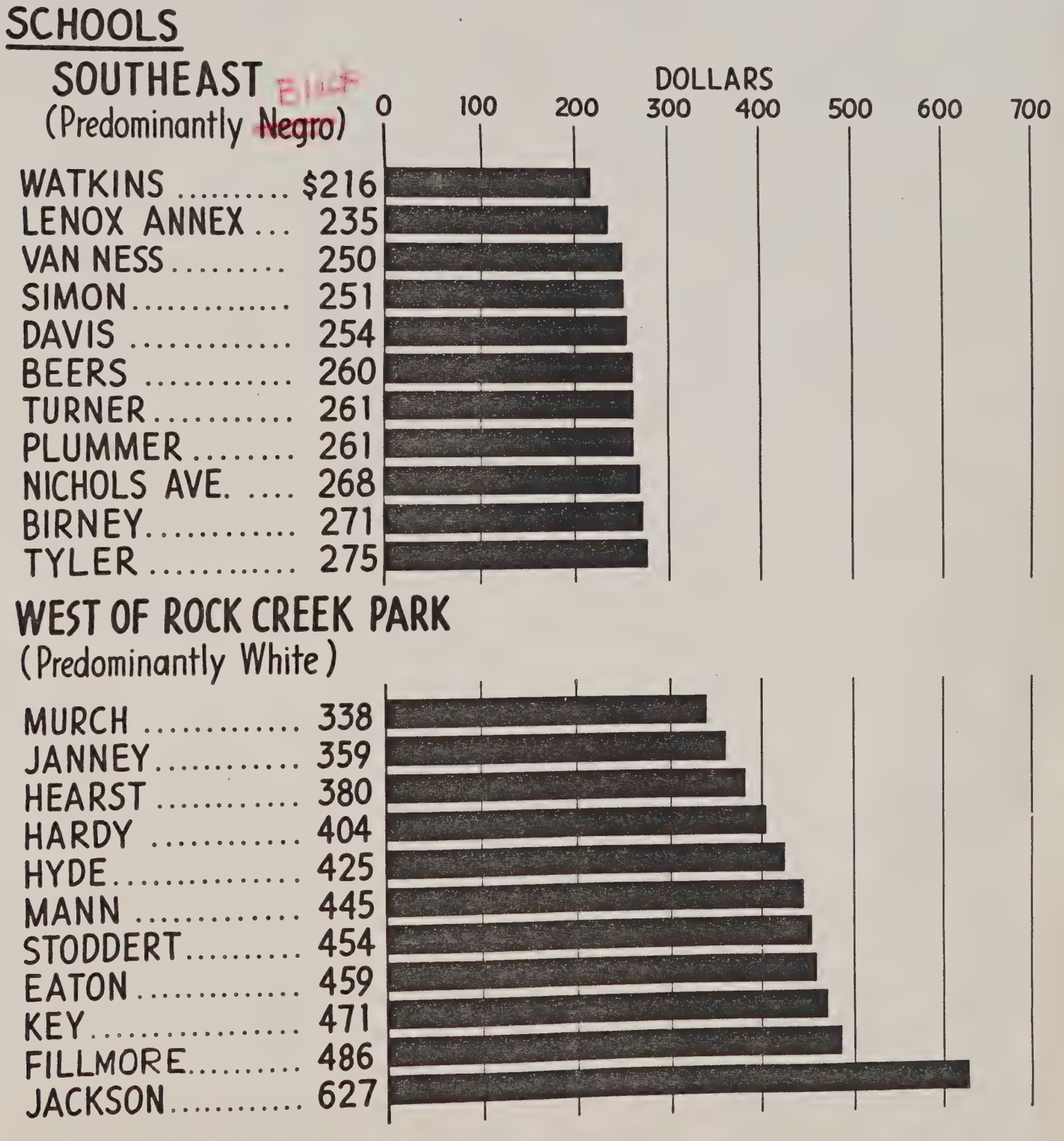
D.C. PUBLIC SCHOOLS

PERCENT OF TEMPORARY TEACHERS IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Source: House Comm. on Education & Labor

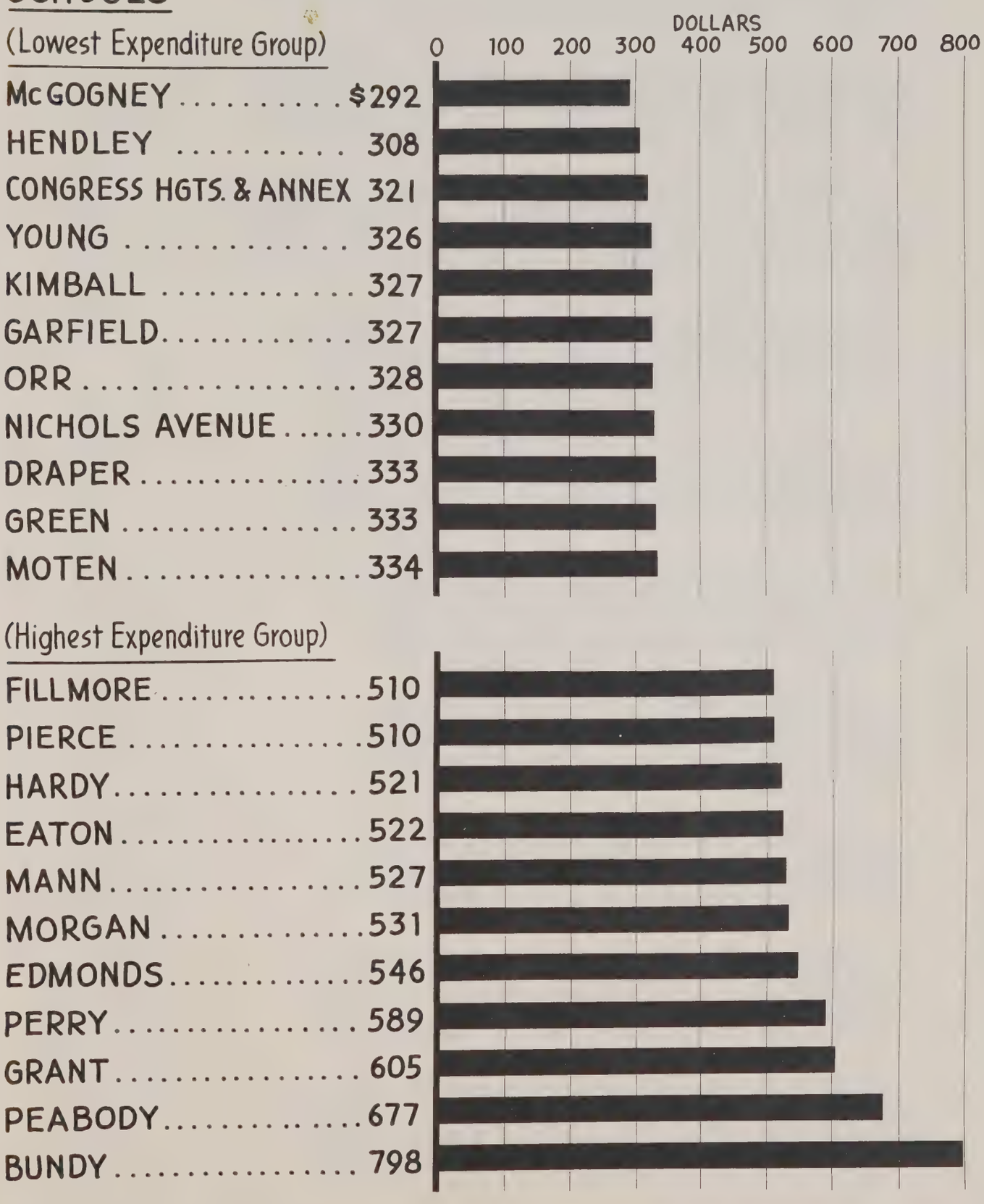
PER CAPITA EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS 1963-64



Source: D.C. Board of Education

EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS*

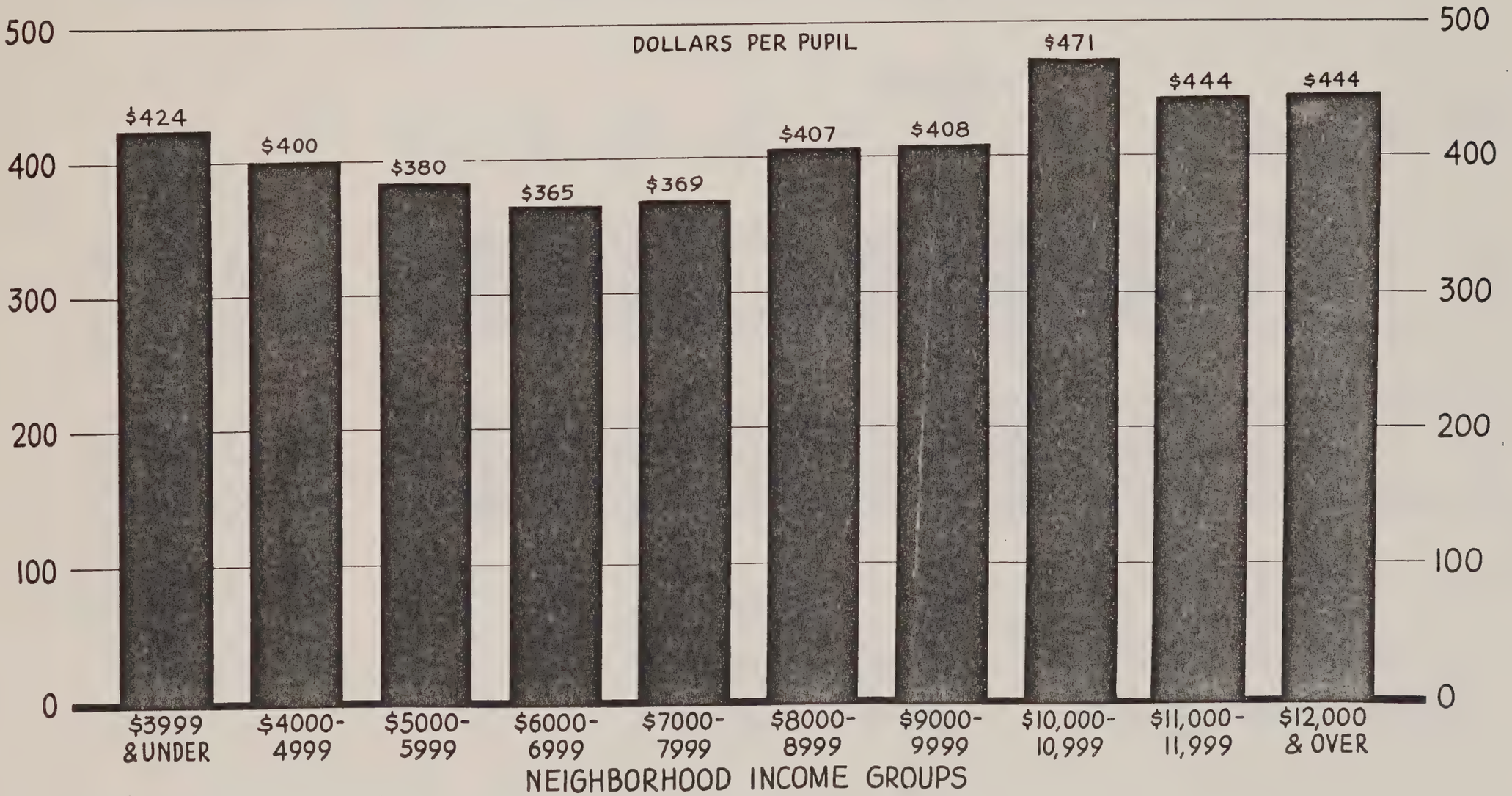
Based on 1968 Regular Budget Funds



* In 1963-64 the spread between the highest and lowest schools was $411. The above data from 1968 show that the spread has increased to $506.

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, FISCAL YEAR 1968*

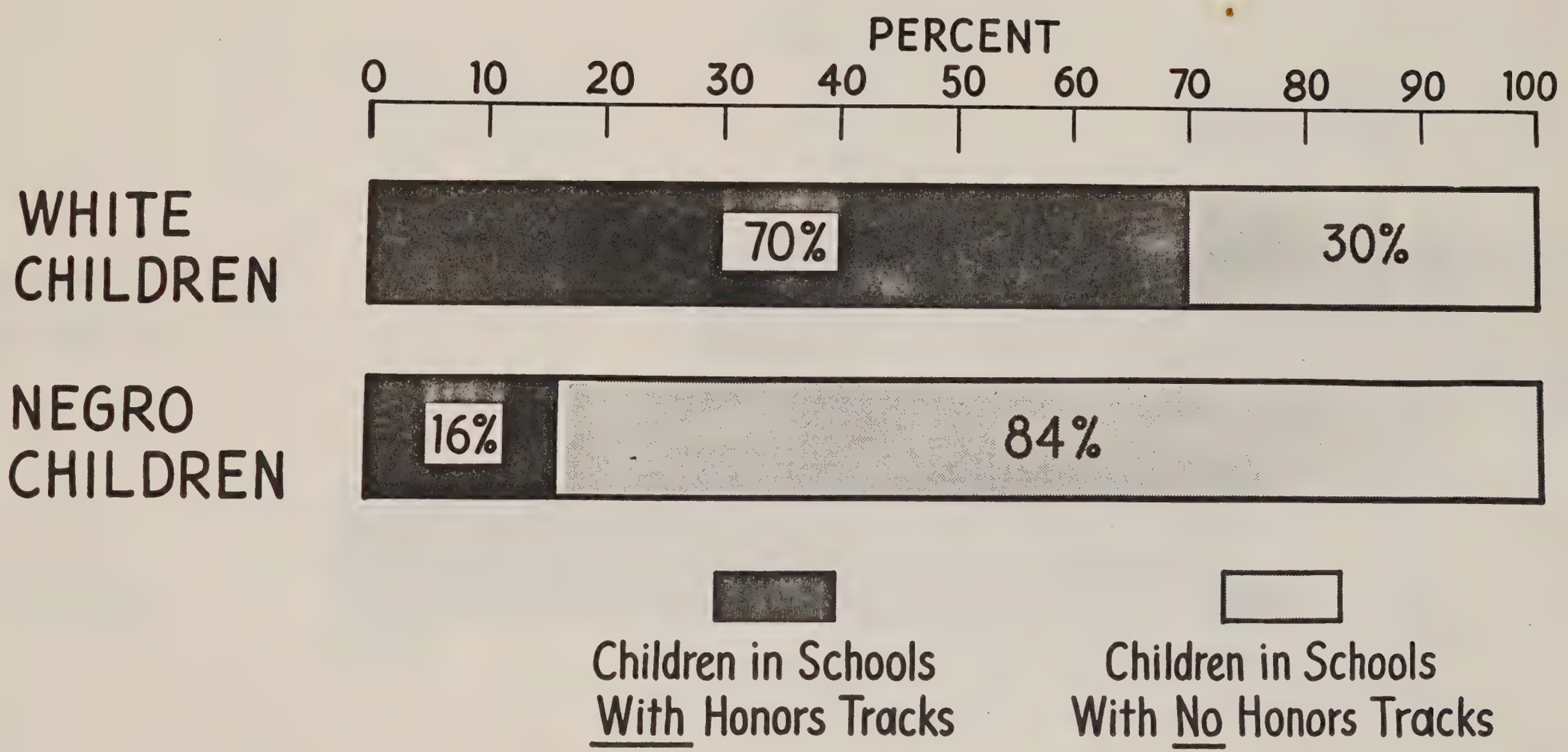


* Regular budget funds only

SOURCE: D.C. PUBLIC SCHOOLS

D. C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOL CHILDREN IN SCHOOLS WITH HONORS TRACKS, BY RACE, 1965-66

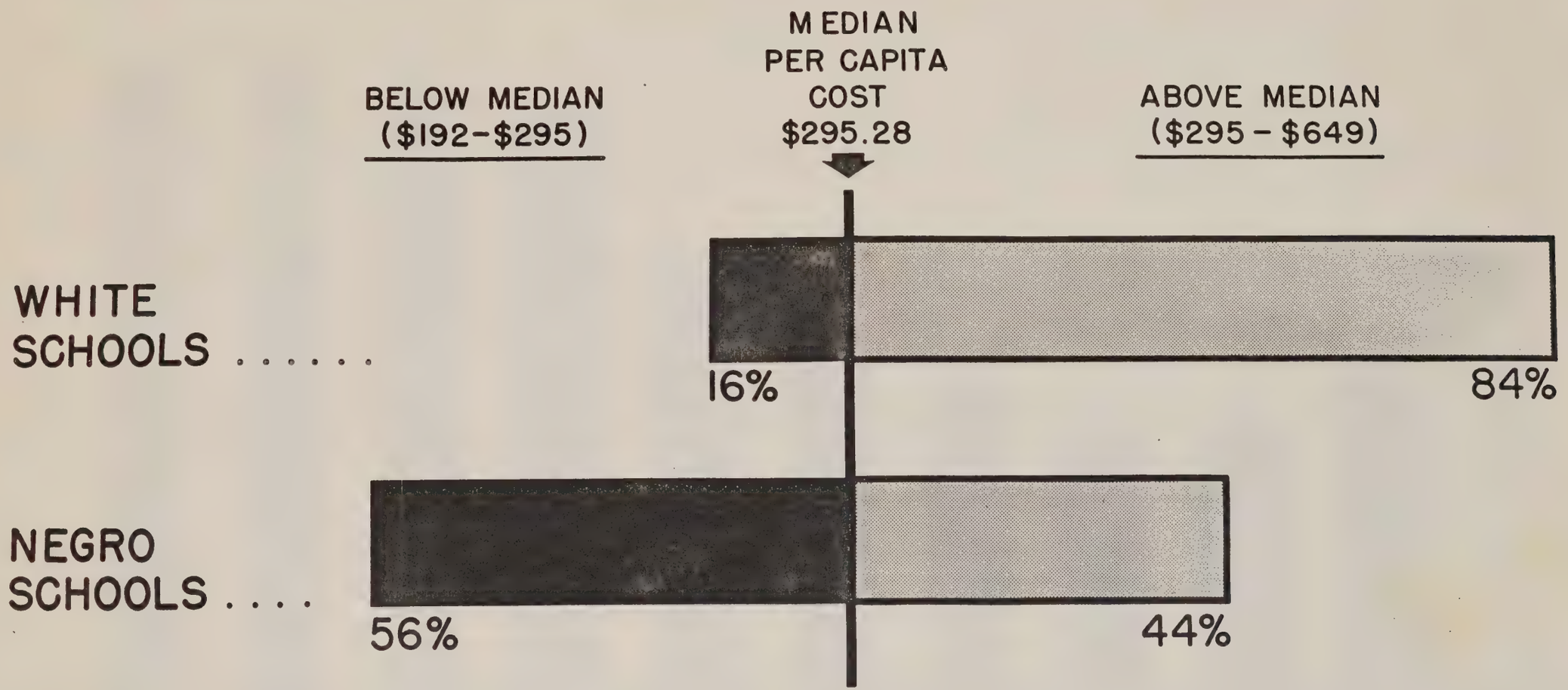


NOTE: Children in Special Education Classes not included

Source: D. C. Public Schools

D.C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOLS RANKED ABOVE AND BELOW MEDIAN PER CAPITA COST, BY RACE, 1964-65

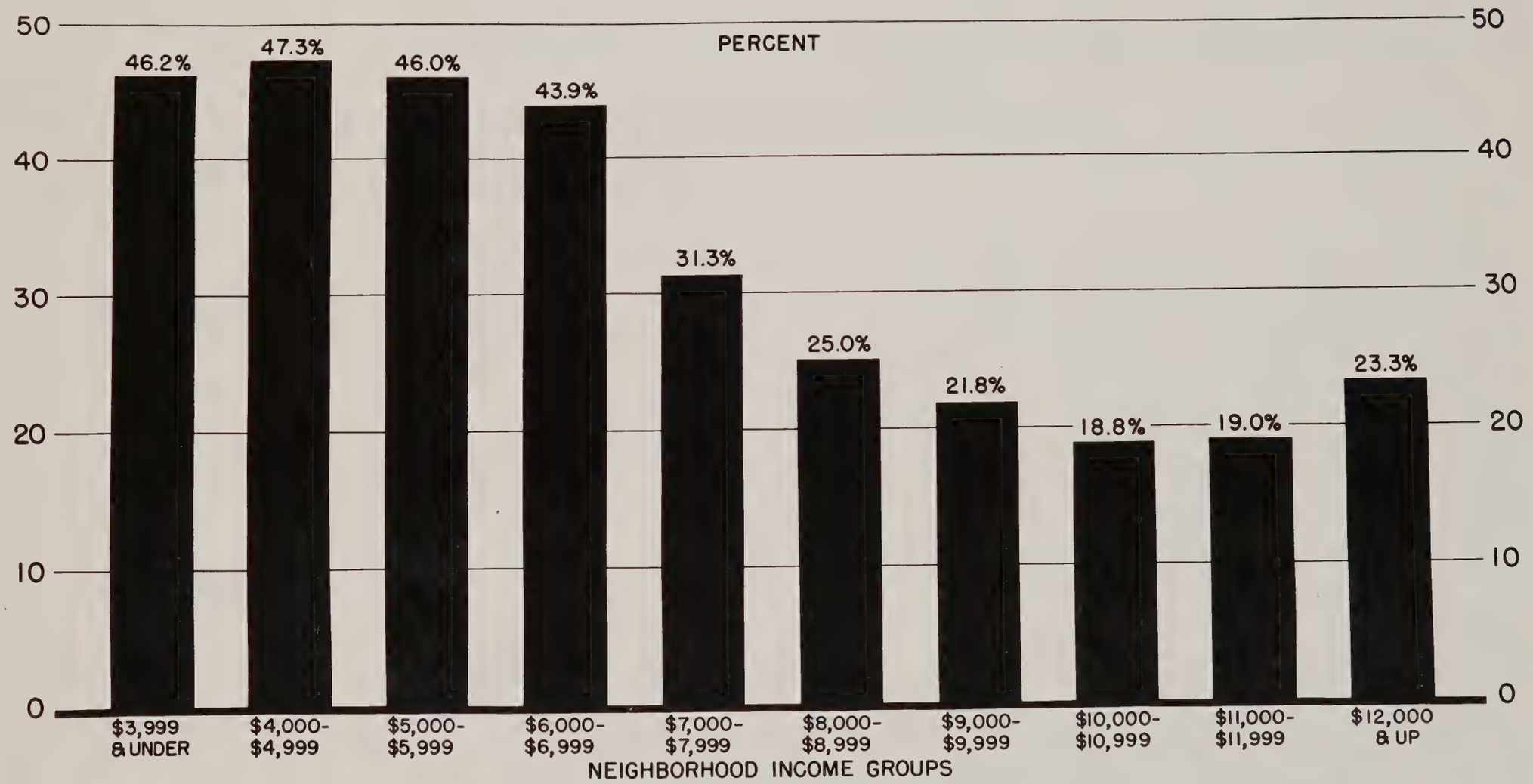


Note: *Seven of the 10 top ranking schools are predominantly white*

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D.C. PUBLIC SCHOOLS

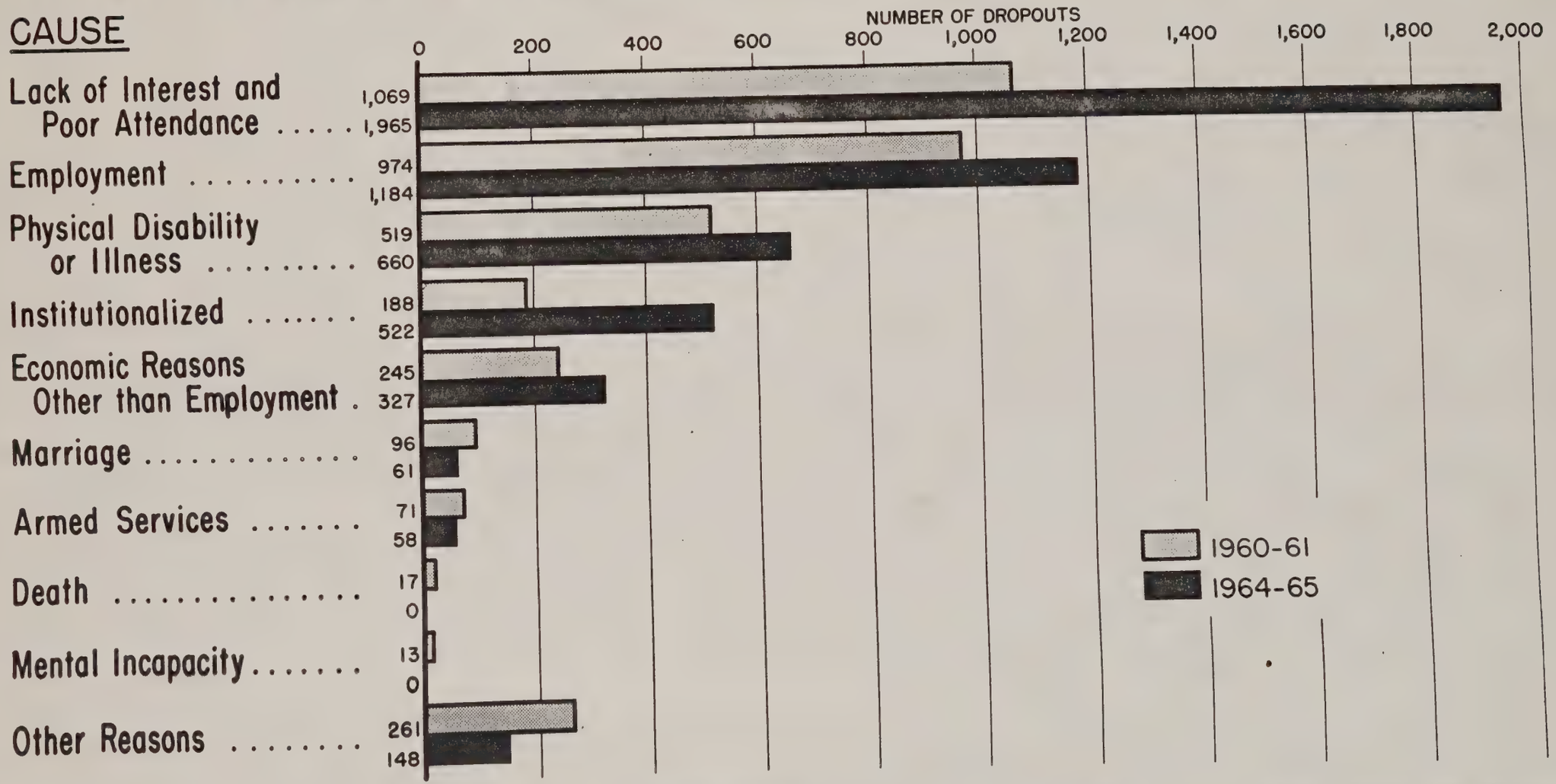
PERCENT OF TEMPORARY TEACHERS IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Source: House Comm. on Education & Labor

D.C. PUBLIC SCHOOLS

TOTAL NUMBER OF DROPOUTS, BY CAUSE, 1960-61 and 1964-65



During the past 5 years there were 18,009 Dropouts and 15,970 High School Graduates ...A Dropout Rate of 53%

Source: D. C. Public Schools and House Comm. on Education & Labor

During the past 5 years (1964-65 to 1968-69) there were 21,809 graduates and 13,821 High & Vocational High dropouts.... A dropout rate of 38.8%

graduates - High & Vocational High.

	graduance
1964-65 -	4131
1966	4452
1967	4281
1968	4441
1969	4504
Total =	21,809

Total Dropouts F/y 1965 to F/y 1969 = 13,821

Source: D.C Public Schools

PER CAPITA EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS

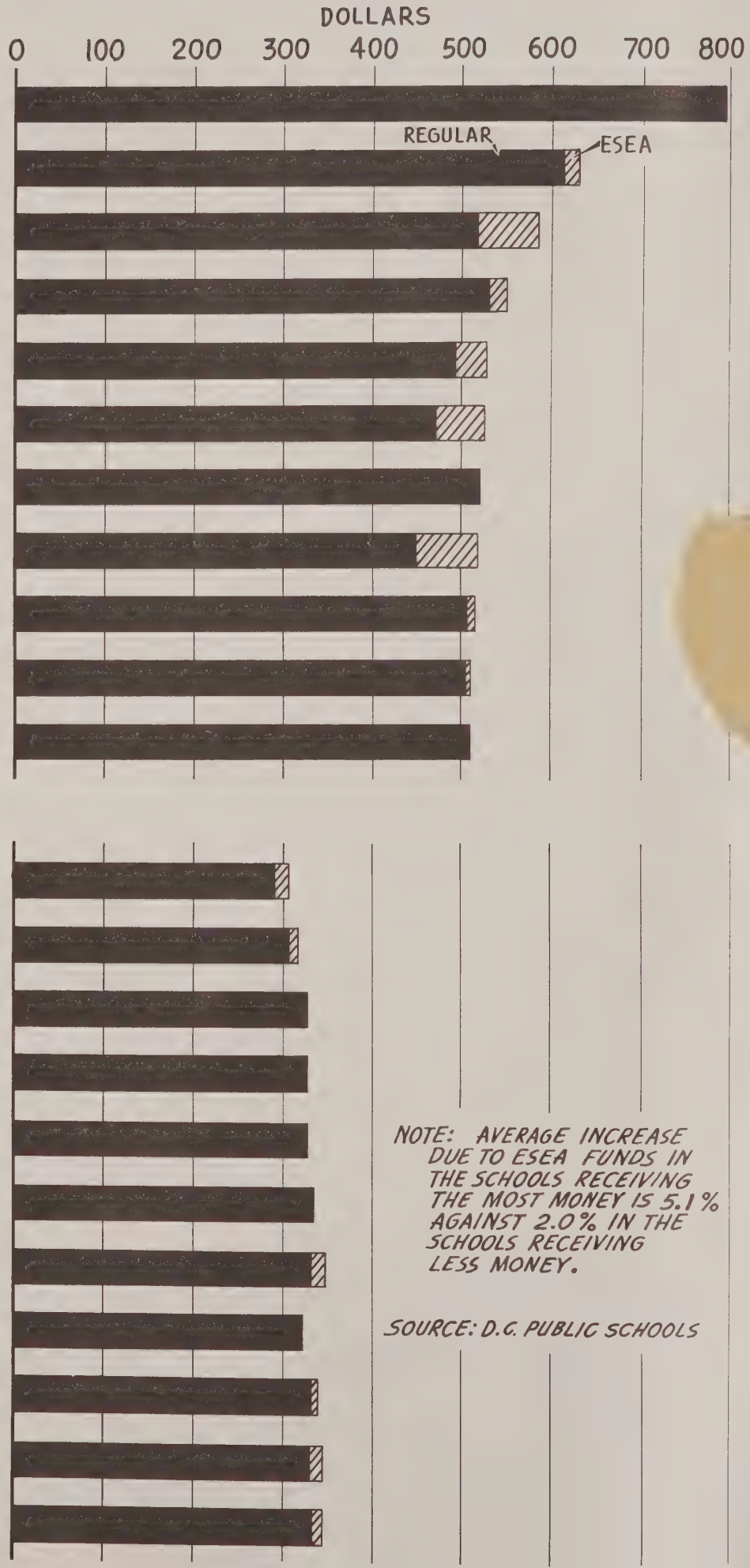
FISCAL YEAR 1968

HIGH EXPENDITURE GROUP

SCHOOL	ESEA & REGULAR BUDGET	REGULAR BUDGET	%ESEA FUNDS
BUNDY	$798	$798	0
EDMONDS-PEABODY	629	614	2.4
SEATON-PERRY	586	518	11.6
MORGAN & ANNEX	550	531	3.5
BRUCE	528	494	6.4
EATON	528	472	10.4
HARDY	522	521	0
BLOW-PIERCE	519	449	13.5
STODDERT	516	507	1.7
SUMNER-STEVENS-GRANT	511	506	1.0
FILLMORE	510	510	0

LOW EXPENDITURE GROUP

SCHOOL	ESEA & REGULAR BUDGET	REGULAR BUDGET	%ESEA FUNDS
McCOGNEY	$306	$292	4.6
HENDLEY	317	308	2.8
YOUNG	328	326	0
GARFIELD	328	327	0
KIMBALL	328	327	0
GREEN	335	333	0
DRAPER	348	333	4.3
CONGRESS HGTS. & ANNEX	322	321	0
ORR-RANDLE HIGHLANDS	339	333	1.8
NICHOLS AVE.	344	330	4.1
MOTEN	343	334	2.6

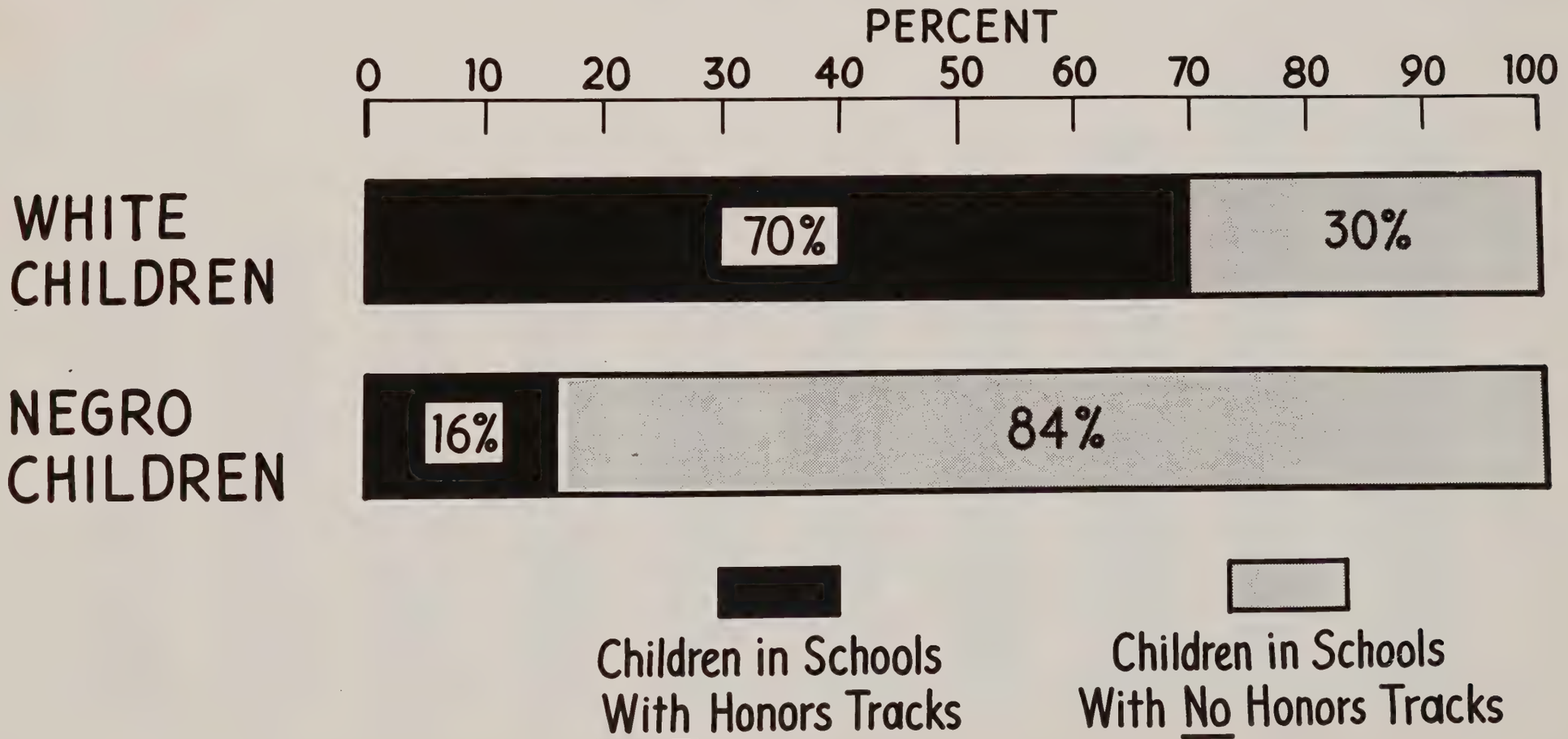


NOTE: AVERAGE INCREASE DUE TO ESEA FUNDS IN THE SCHOOLS RECEIVING THE MOST MONEY IS 5.1% AGAINST 2.0% IN THE SCHOOLS RECEIVING LESS MONEY.

SOURCE: D.C. PUBLIC SCHOOLS

D. C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOL CHILDREN IN SCHOOLS WITH HONORS TRACKS, BY RACE, 1965-66

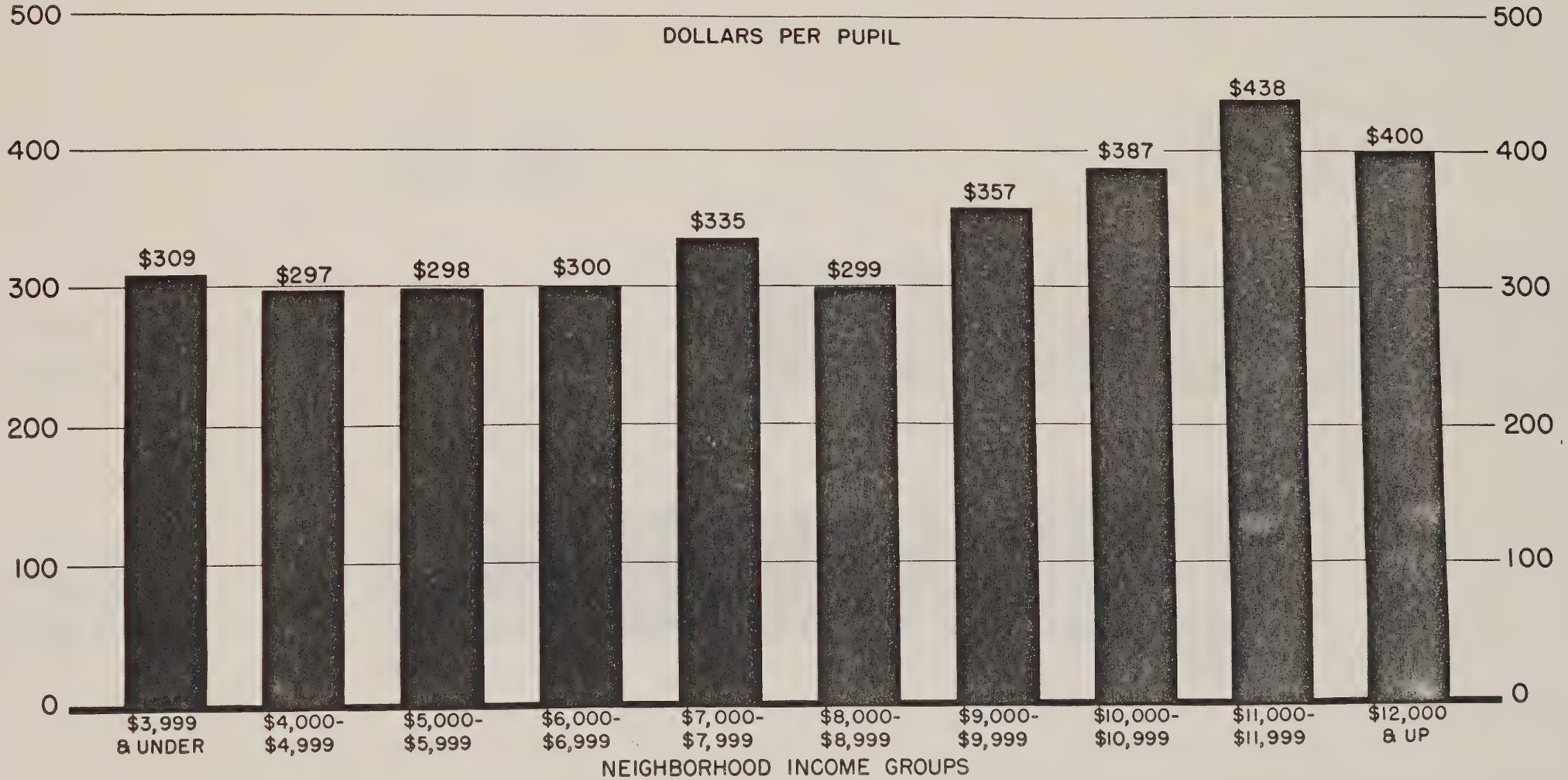


NOTE: Children in Special Education Classes not included

Source: D. C. Public Schools

D.C. PUBLIC SCHOOLS

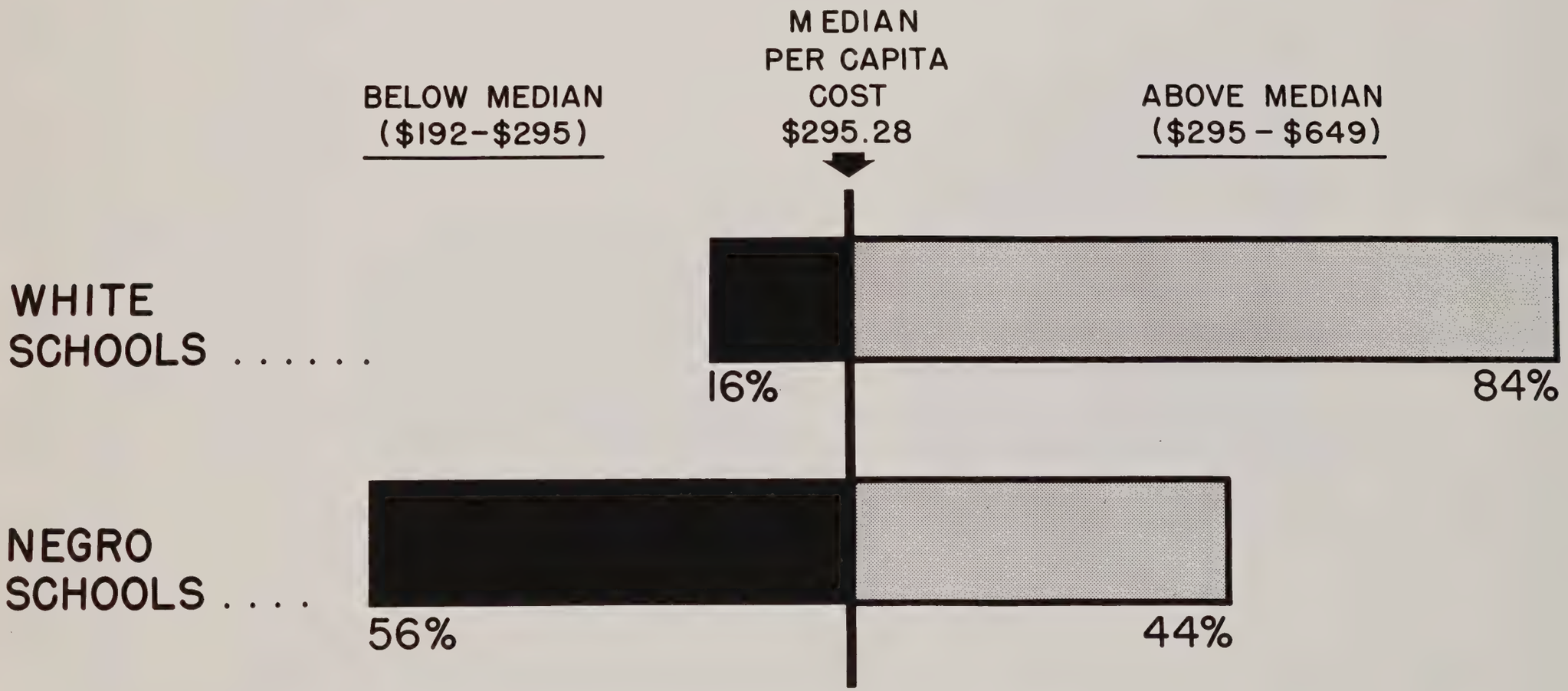
AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Source: House Comm. on Education & Labor

D.C. PUBLIC SCHOOLS

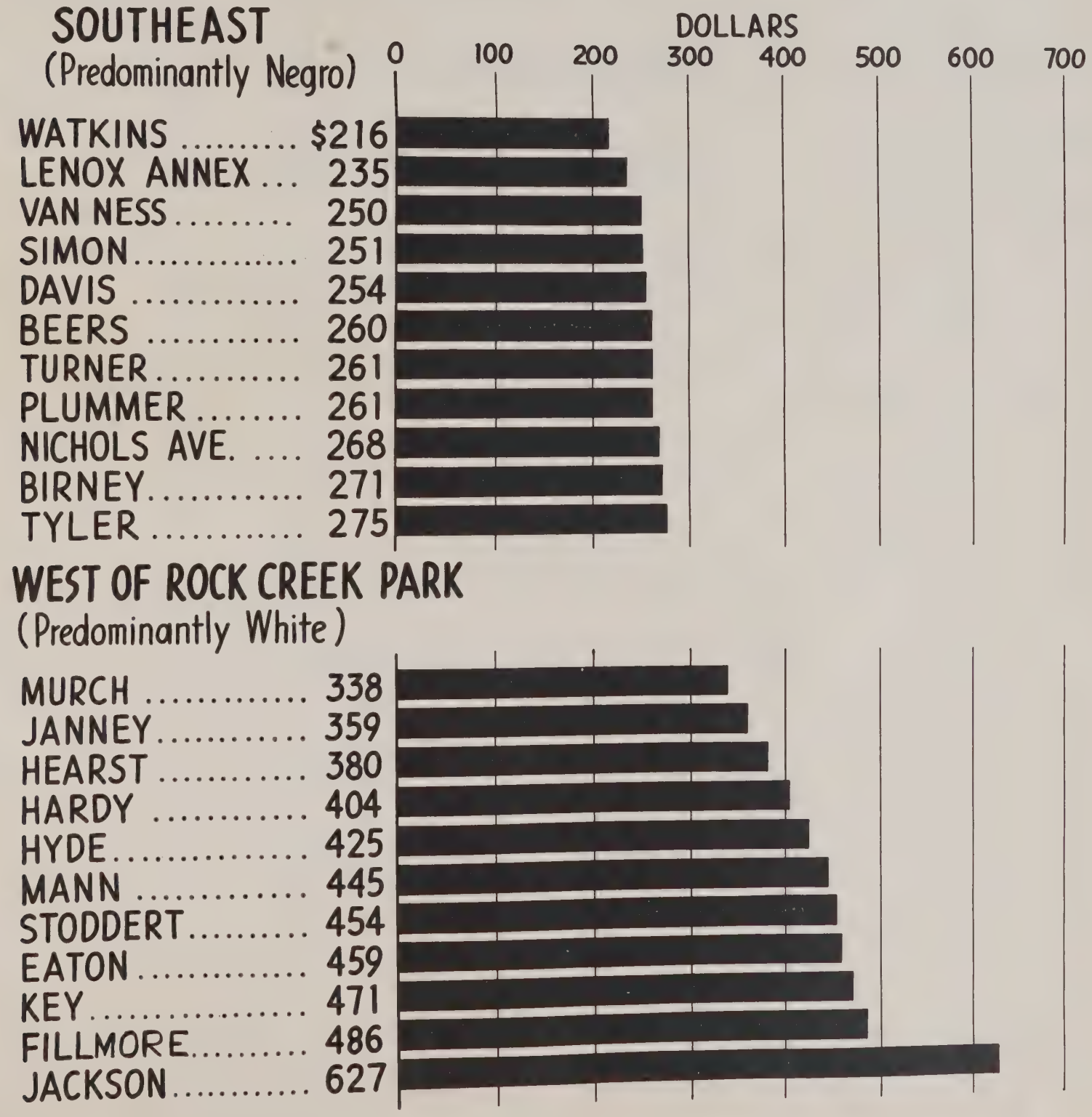
PERCENT OF ELEMENTARY SCHOOLS RANKED ABOVE AND BELOW MEDIAN PER CAPITA COST, BY RACE, 1964-65



Note: *Seven of the 10 top ranking schools are predominantly white*

Source: D.C. Public Schools

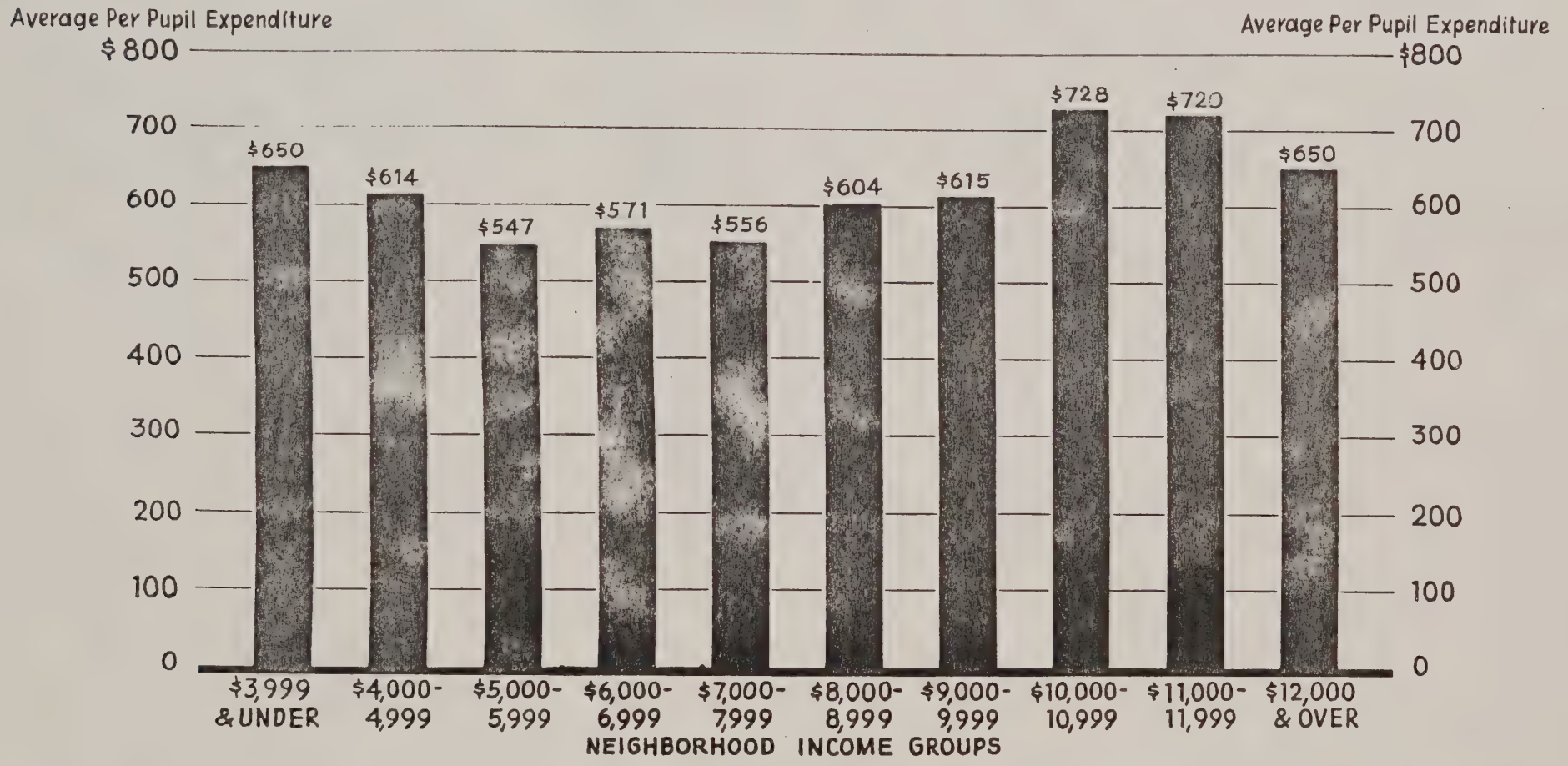
PER CAPITA EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS 1963-64



Source: D.C. Board of Education

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS, BY NEIGHBORHOOD INCOME GROUPS, FISCAL YEAR 1969-70

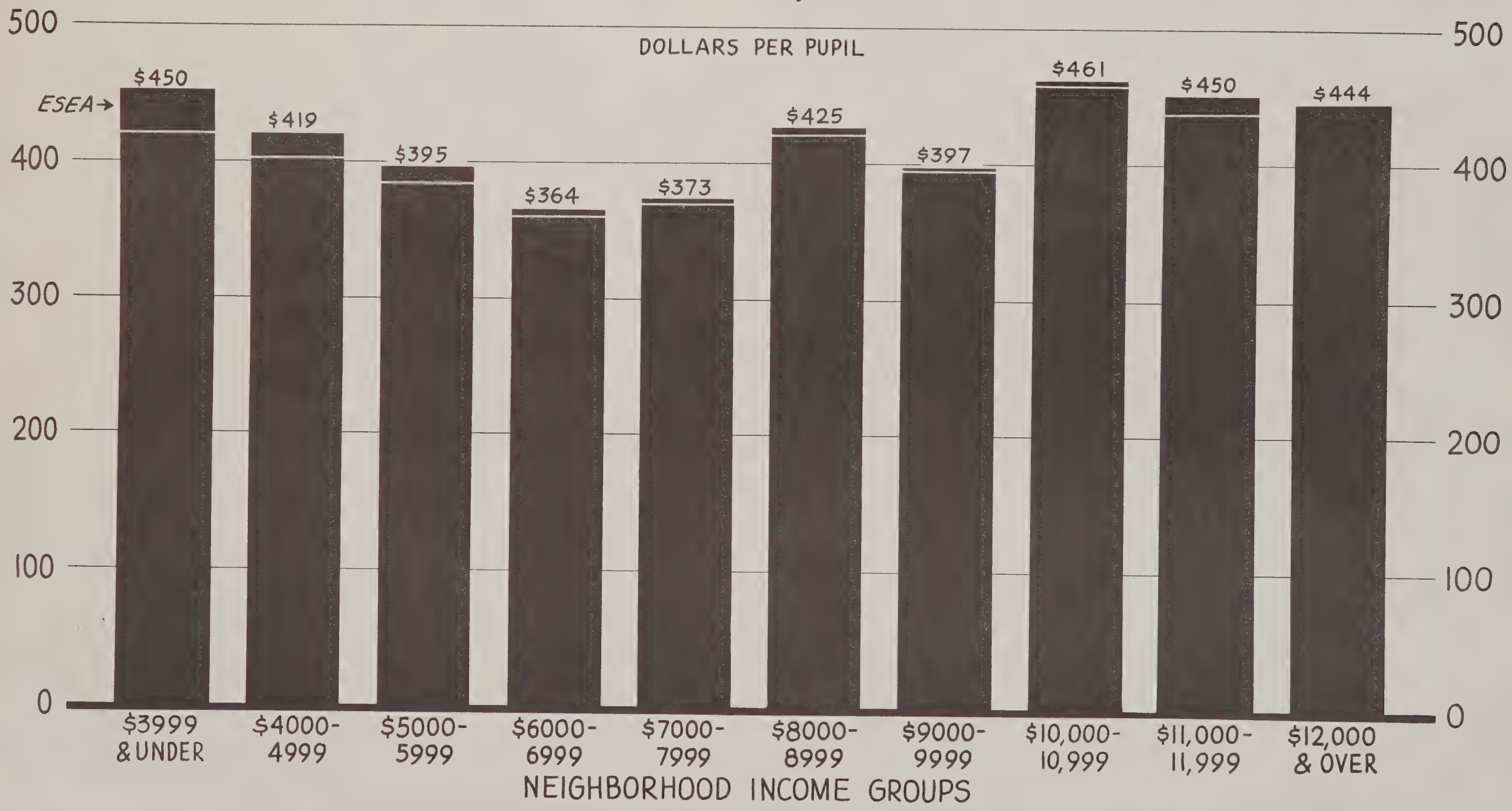


The D.C. Public School Administration spends an average of $94 more per pupil in the communities with incomes of $10,000 or more than it does in the communities with incomes of $5,000 or less.

Source: D.C. Public Schools

D.C. PUBLIC SCHOOLS

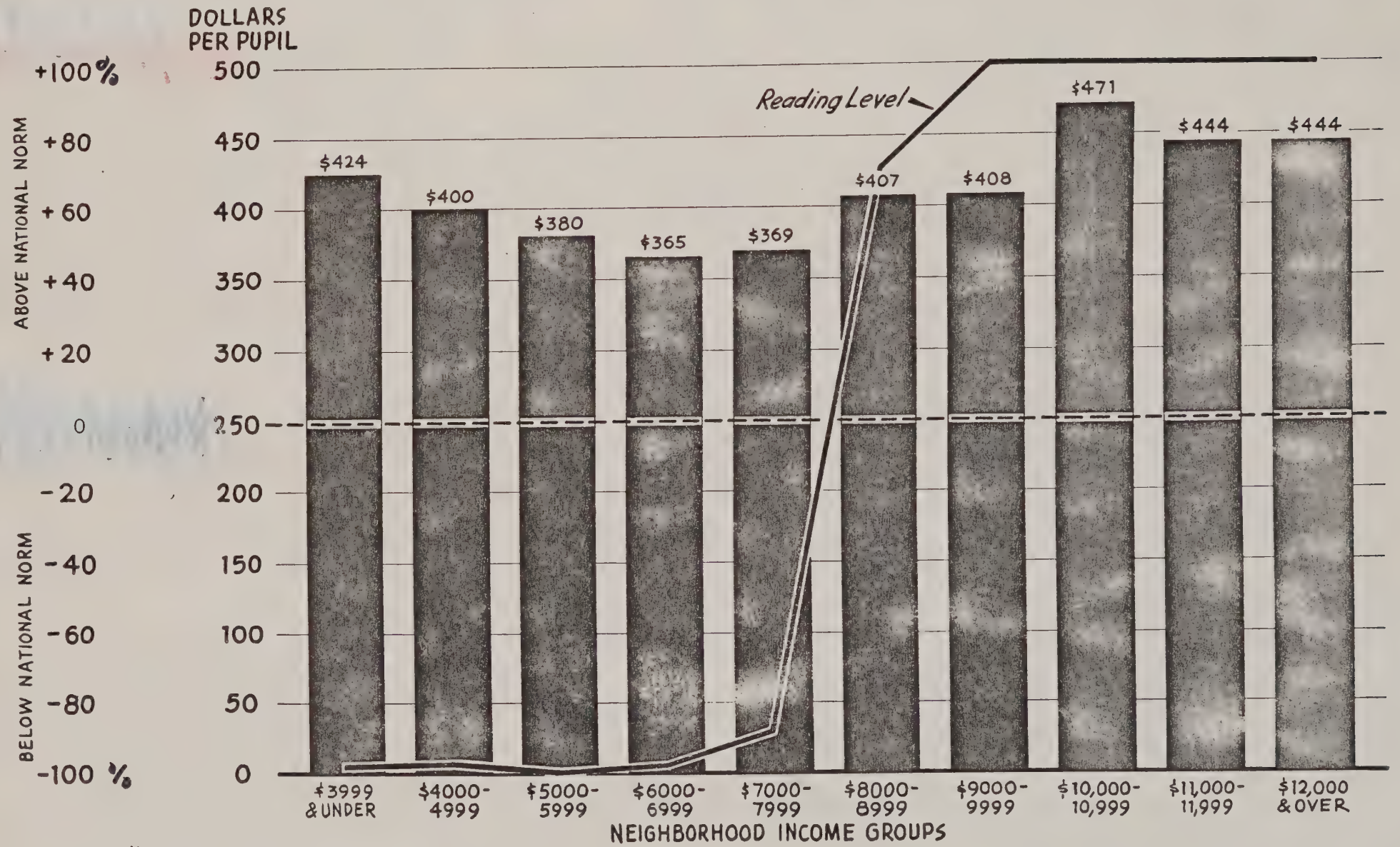
AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, FISCAL YEAR 1968



SOURCE: D.C. PUBLIC SCHOOLS

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS, BY NEIGHBORHOOD INCOME GROUPS, 1968*, AND 4th GRADE READING LEVEL, 1969

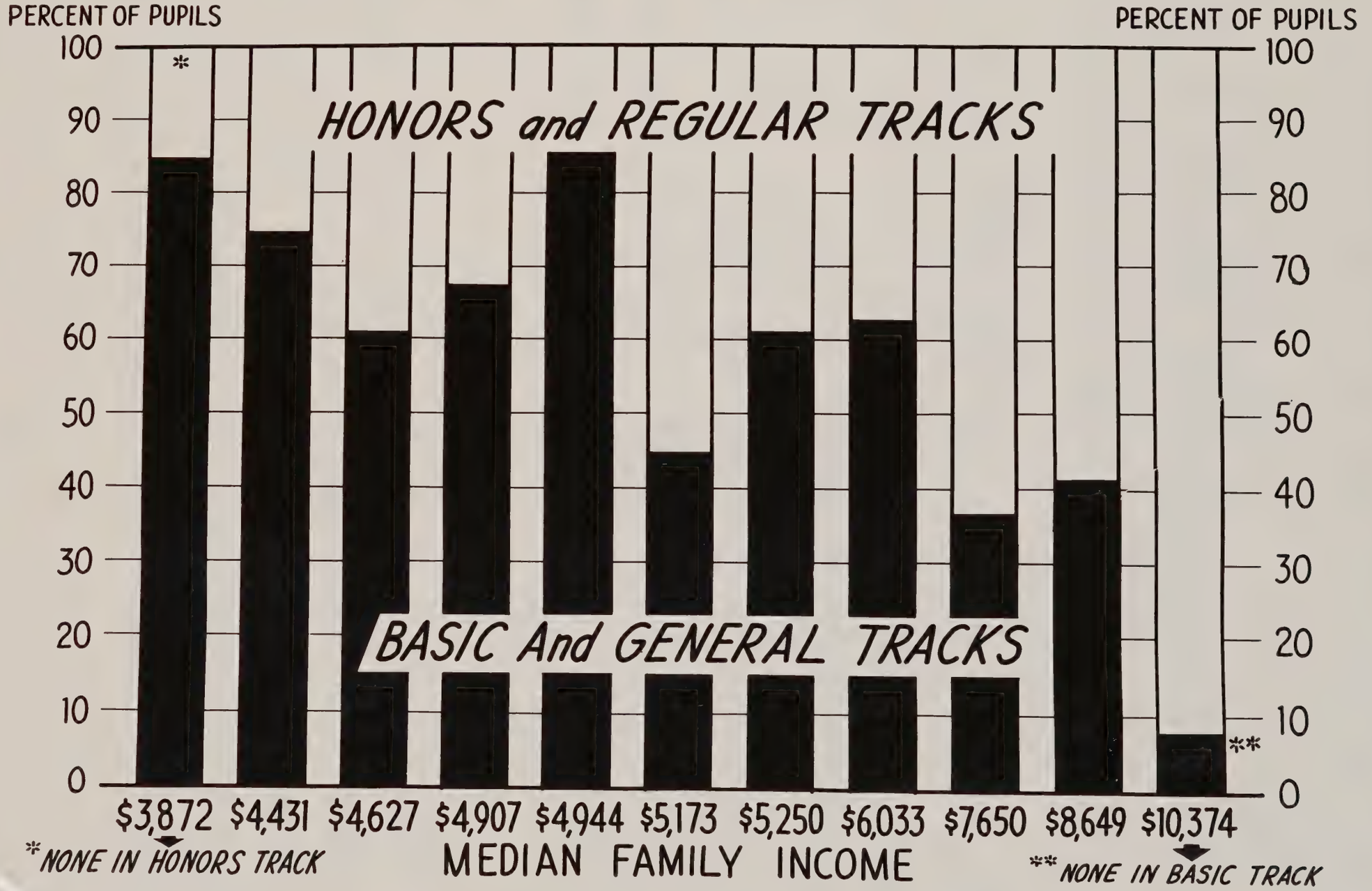


Percent of schools reporting 4th grade reading level:

* Regular budget funds only

SOURCE: D.C. PUBLIC SCHOOLS

MEDIAN FAMILY INCOME AND PUPIL PLACEMENT IN THE D.C. SENIOR HIGH SCHOOLS, 1963-64



Source: D.C. Board of Education

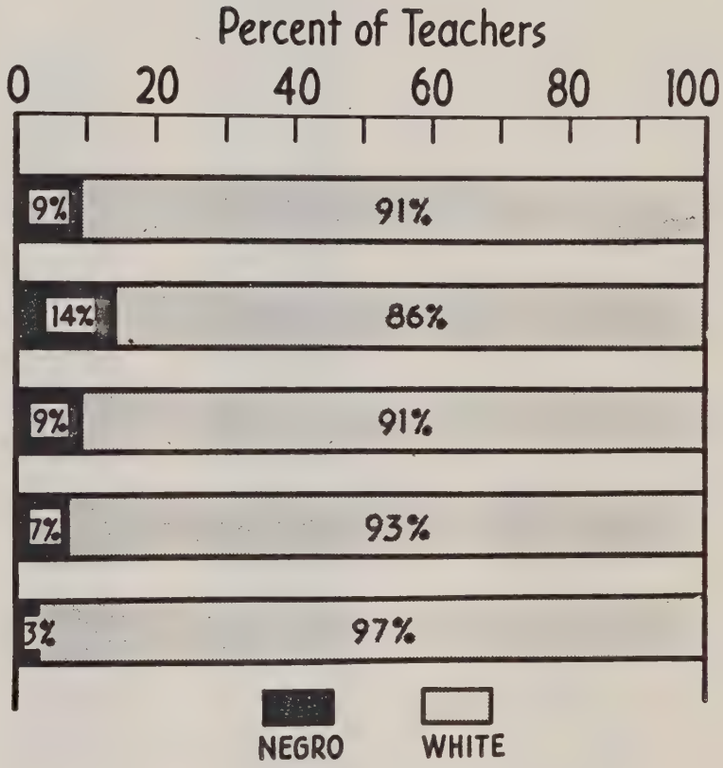
D.C. PUBLIC SCHOOLS (ELEMENTARY)

PLAINTIFF'S EXHIBIT

DEGREE OF TEACHER SEGREGATION IN ALL-WHITE AND PREDOMINANTLY WHITE SCHOOLS

SCHOOL YEARS 1961-62 TO 1965-66

SCHOOL YEAR	NO. OF SCHOOLS	NO. OF TEACHERS	
		WHITE	NEGRO
1961-62	23	310	31
1962-63	23	298	49
1963-64	19	249	25
1964-65	18	240	17
1965-66	14	184	5



In 1961-62 – 74% of the above 23 schools had all-white faculties

In 1962-63 – 74% of the above 23 schools had all-white faculties

In 1963-64 – 79% of the above 19 schools had all-white faculties

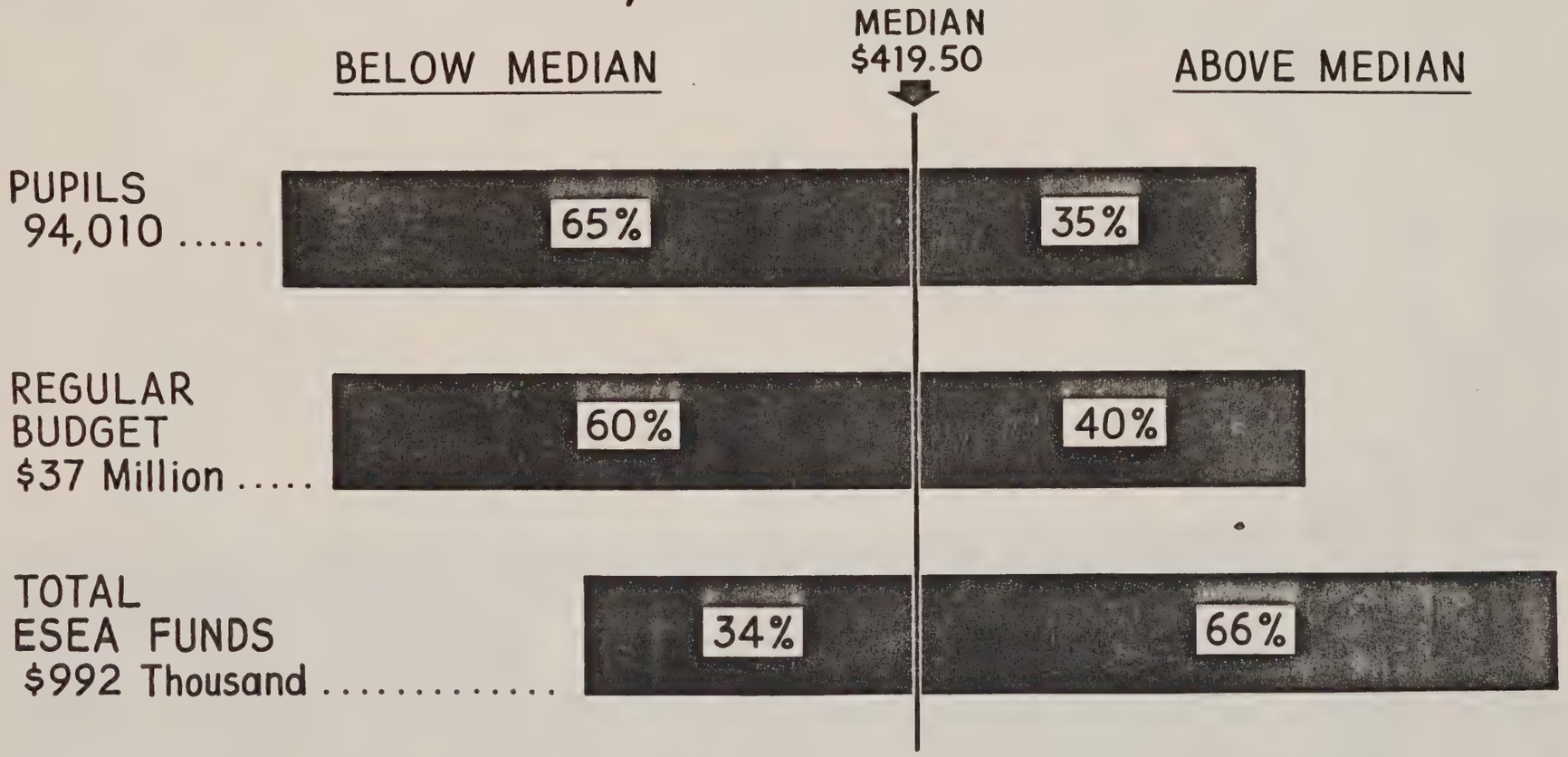
In 1964-65 – 72% of the above 18 schools had all-white faculties

In 1965-66 – 71% of the above 14 schools had all-white faculties

Source: D.C. Public Schools

D.C. PUBLIC SCHOOLS: ELEMENTARY

PUPILS AND EXPENDITURES IN SCHOOLS ABOVE AND BELOW THE MEDIAN EXPENDITURE PER SCHOOL, 1968



Military Road School not included.

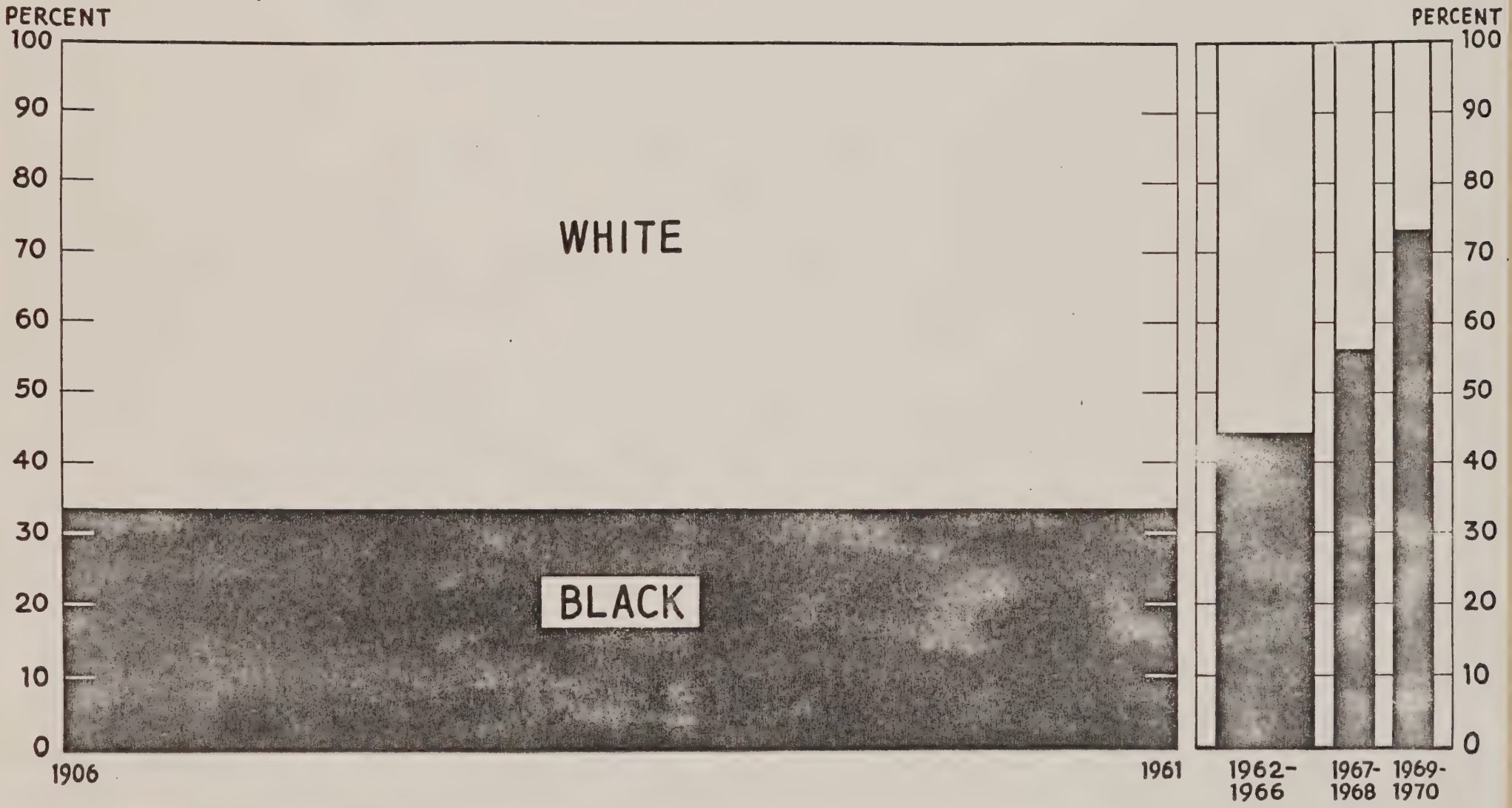
* Median expenditure based on ESEA plus regular budget funds.
Average expenditure above median, $470; below median, $368.

Source: D.C. Public Schools: Superintendent's letter dated May 26, 1969.

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS HELD BY SPANISH AMERICANS

D.C. PUBLIC SCHOOLS

PERCENT DISTRIBUTION OF MEMBERS OF THE BOARD OF EDUCATION, BY RACE, 1906-1970

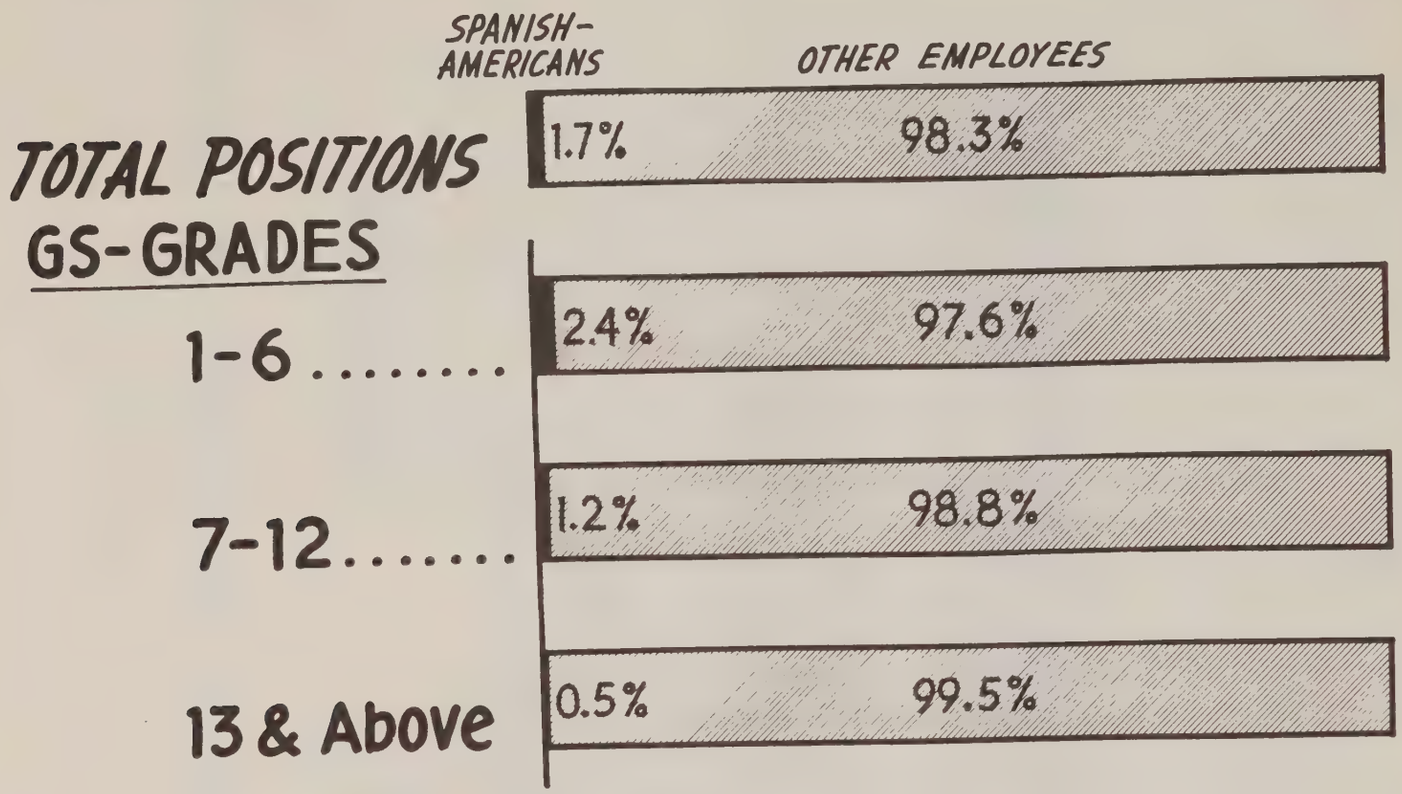


NOTE: 1906 through 1968, the Board of Education consisted of 9 members, all appointed by U.S. District Court Judges.

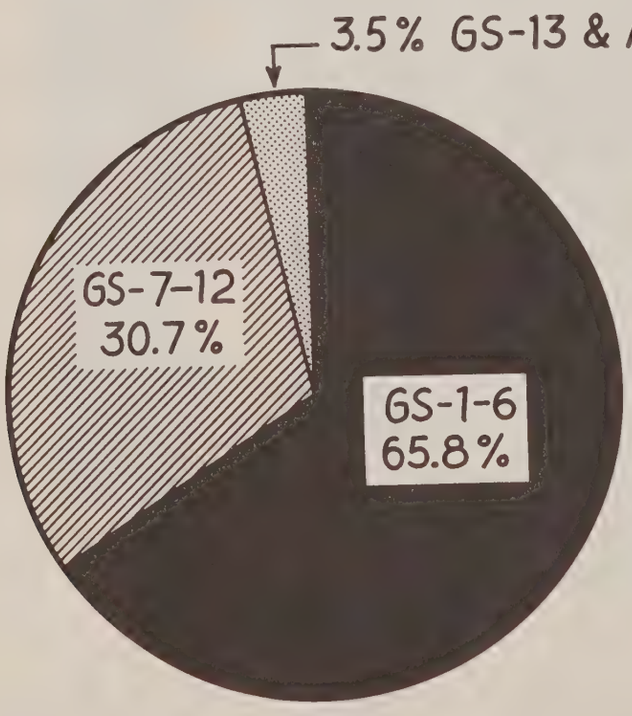
1969 to present, the Board consists of 11 members, all elected by D.C. residents as result of a law enacted by the U.S. Congress.

SOURCE: D.C. BOARD OF EDUCATION

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS HELD BY SPANISH AMERICANS AND ALL OTHER EMPLOYEES, BY GRADE, 1967



PERCENT DISTRIBUTION OF TOTAL SPANISH-AMERICAN EMPLOYEES, BY GS-GRADE

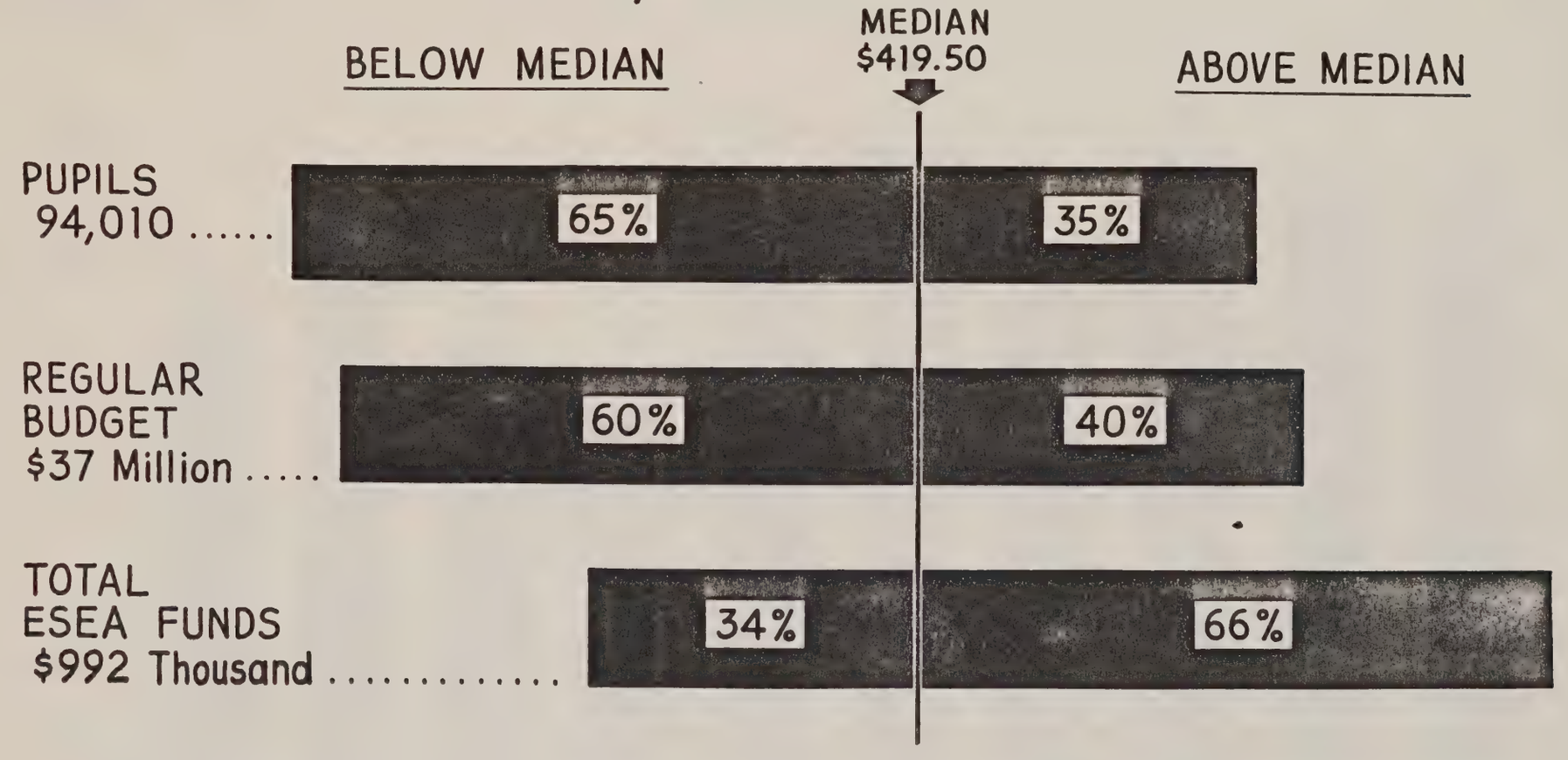


21,450 POSITIONS

SOURCE: U.S. CIVIL SERVICE COMMISSION

D.C. PUBLIC SCHOOLS: ELEMENTARY

PUPILS AND EXPENDITURES IN SCHOOLS ABOVE AND BELOW THE MEDIAN EXPENDITURE PER SCHOOL, 1968



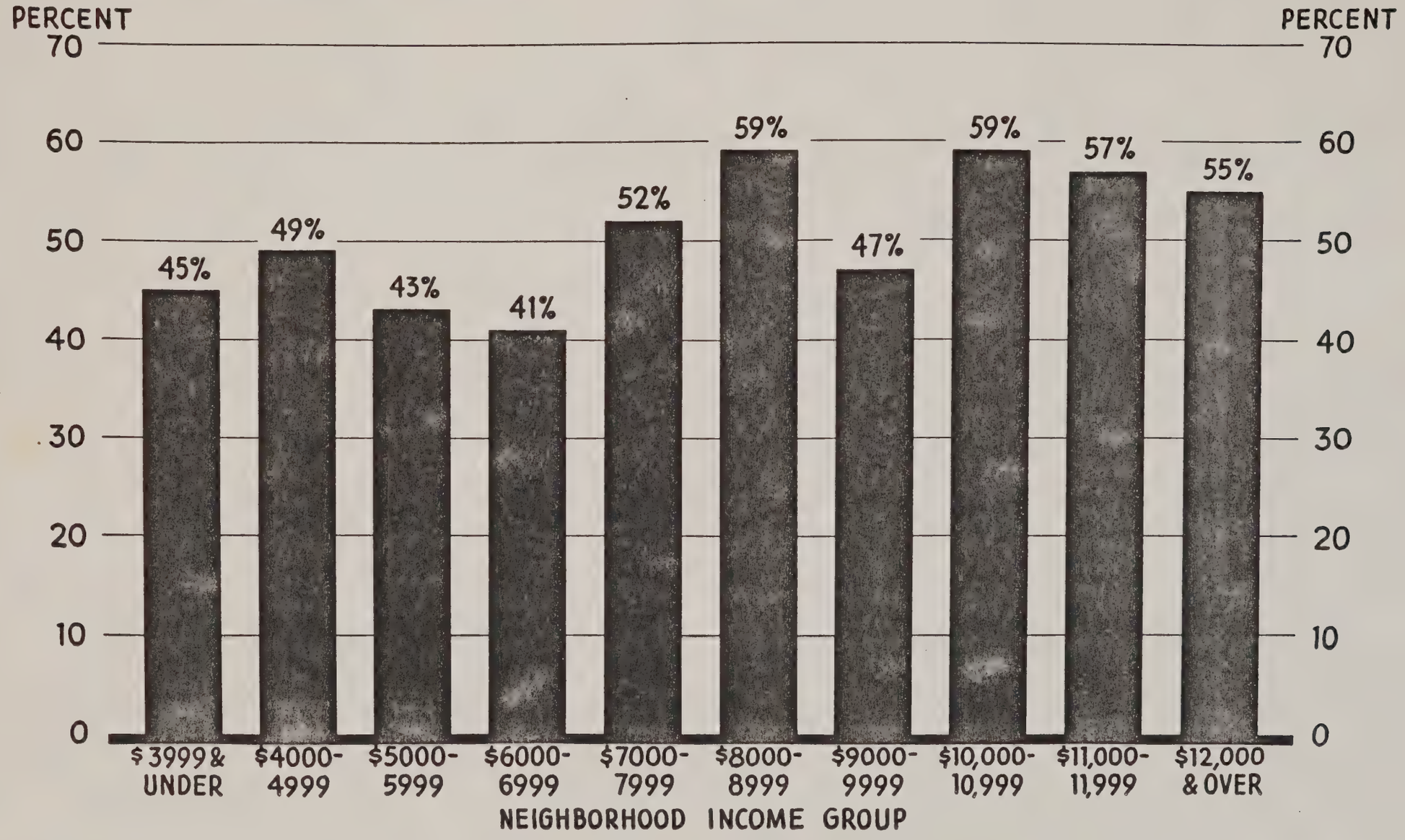
Military Road School not included.

* Median expenditure based on ESEA plus regular budget funds.
Average expenditure above median, $470; below median, $368.

Source: D.C. Public Schools: Superintendent's letter dated May 26, 1969.

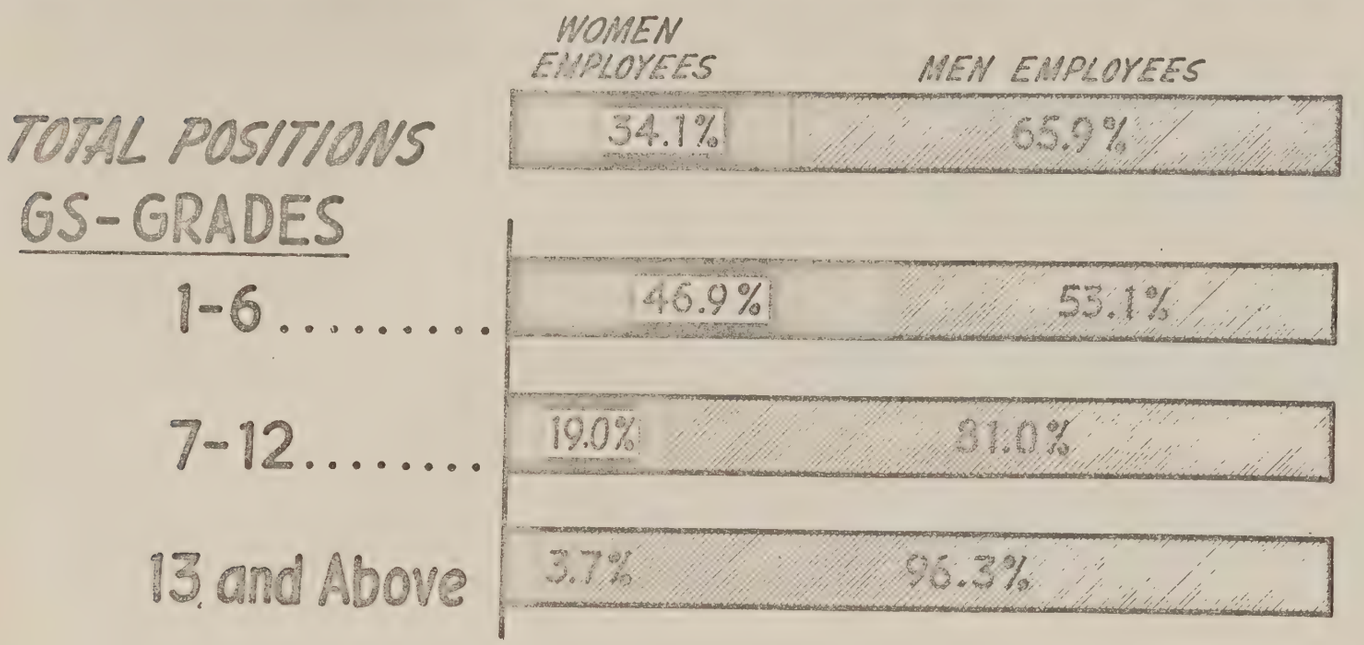
D.C. ELEMENTARY SCHOOLS

PERCENT PERMANENT TEACHERS, BY NEIGHBORHOOD INCOME GROUP, 1969

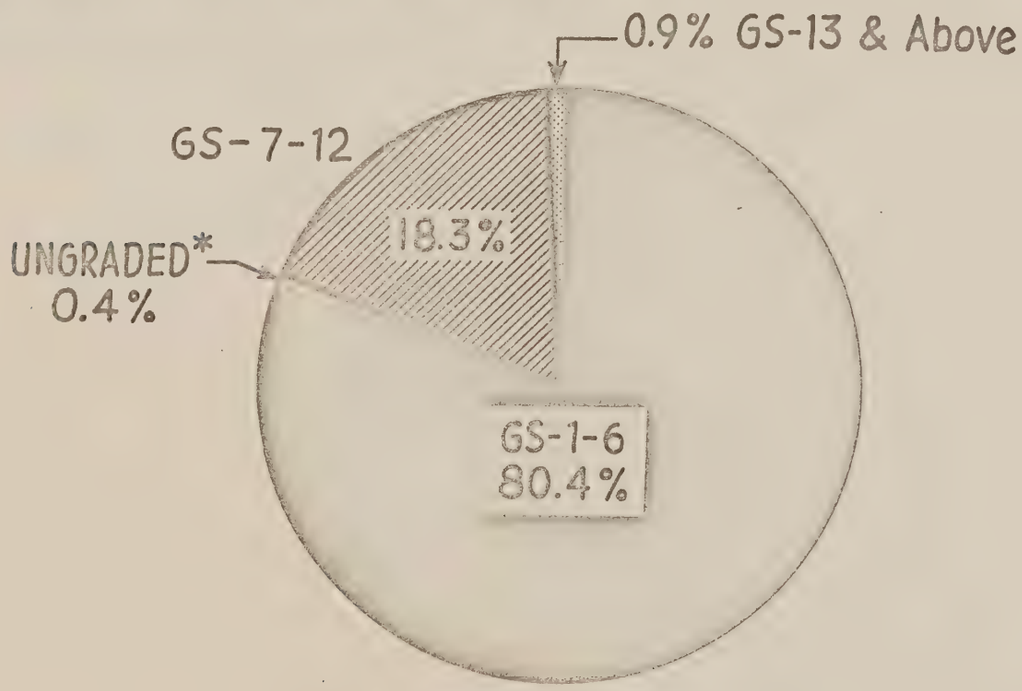


Source: D.C. Public Schools

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS, BY SEX AND GRADE, 1967



PERCENT DISTRIBUTION OF TOTAL WOMEN EMPLOYEES, BY GS-GRADE

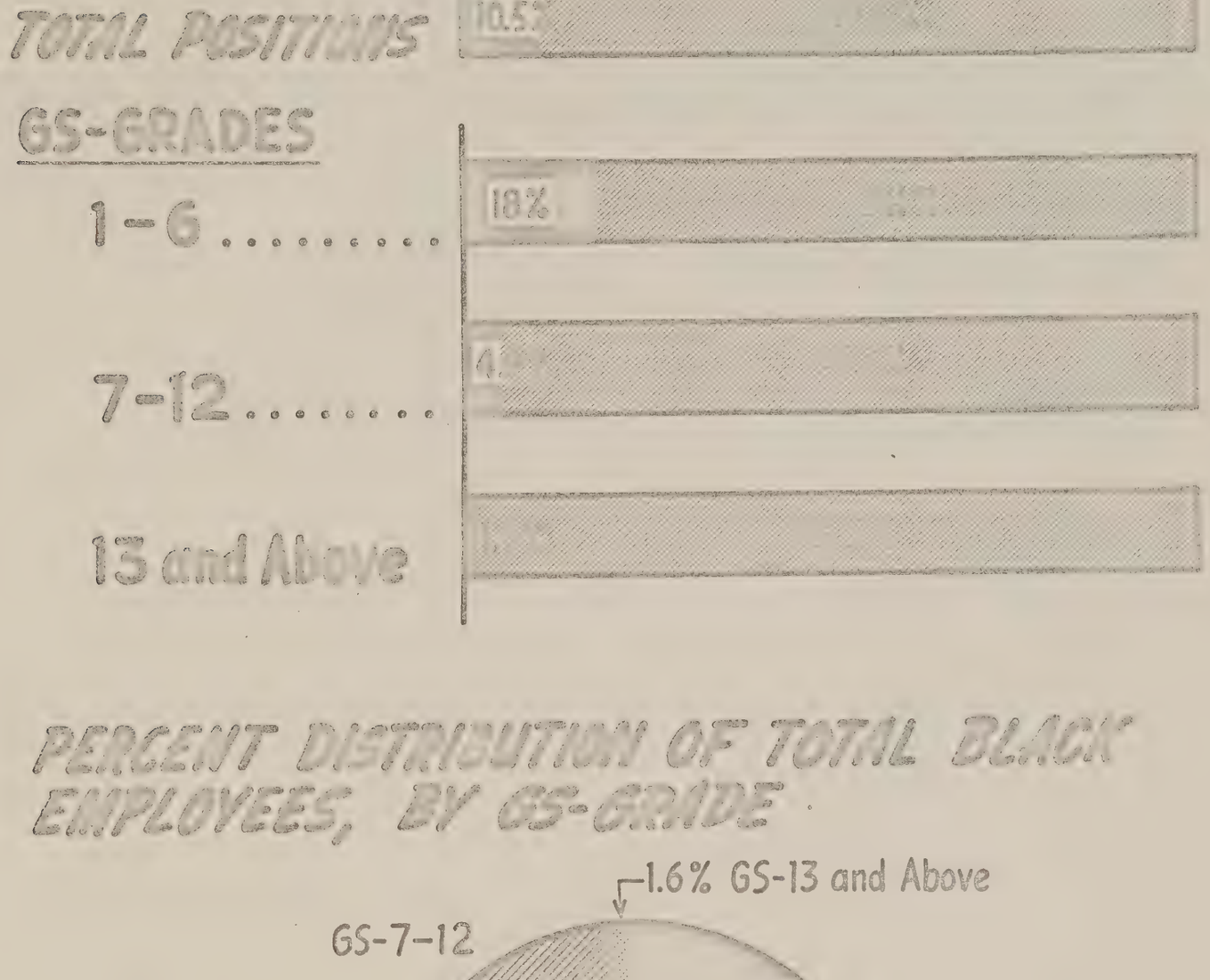


659,403 POSITIONS

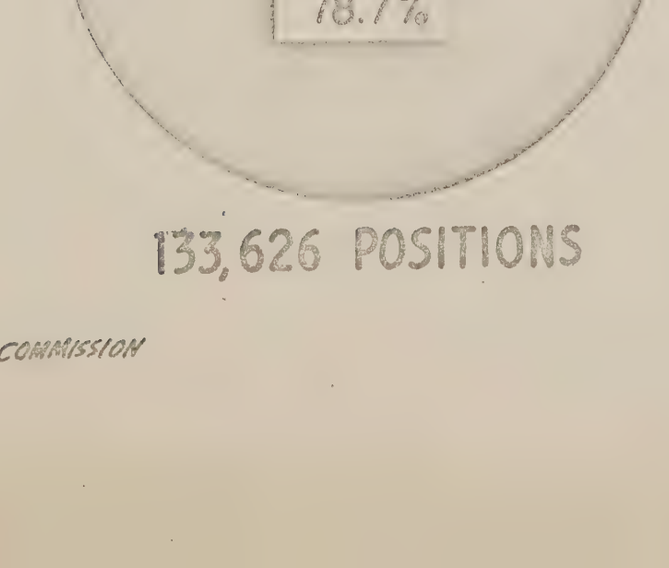
* "UNGRADED" represents, for the most part, support staff to the federal judges and courts throughout the United States.

SOURCE: U.S. CIVIL SERVICE COMMISSION

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS, BY RACE AND GRADE, 1967



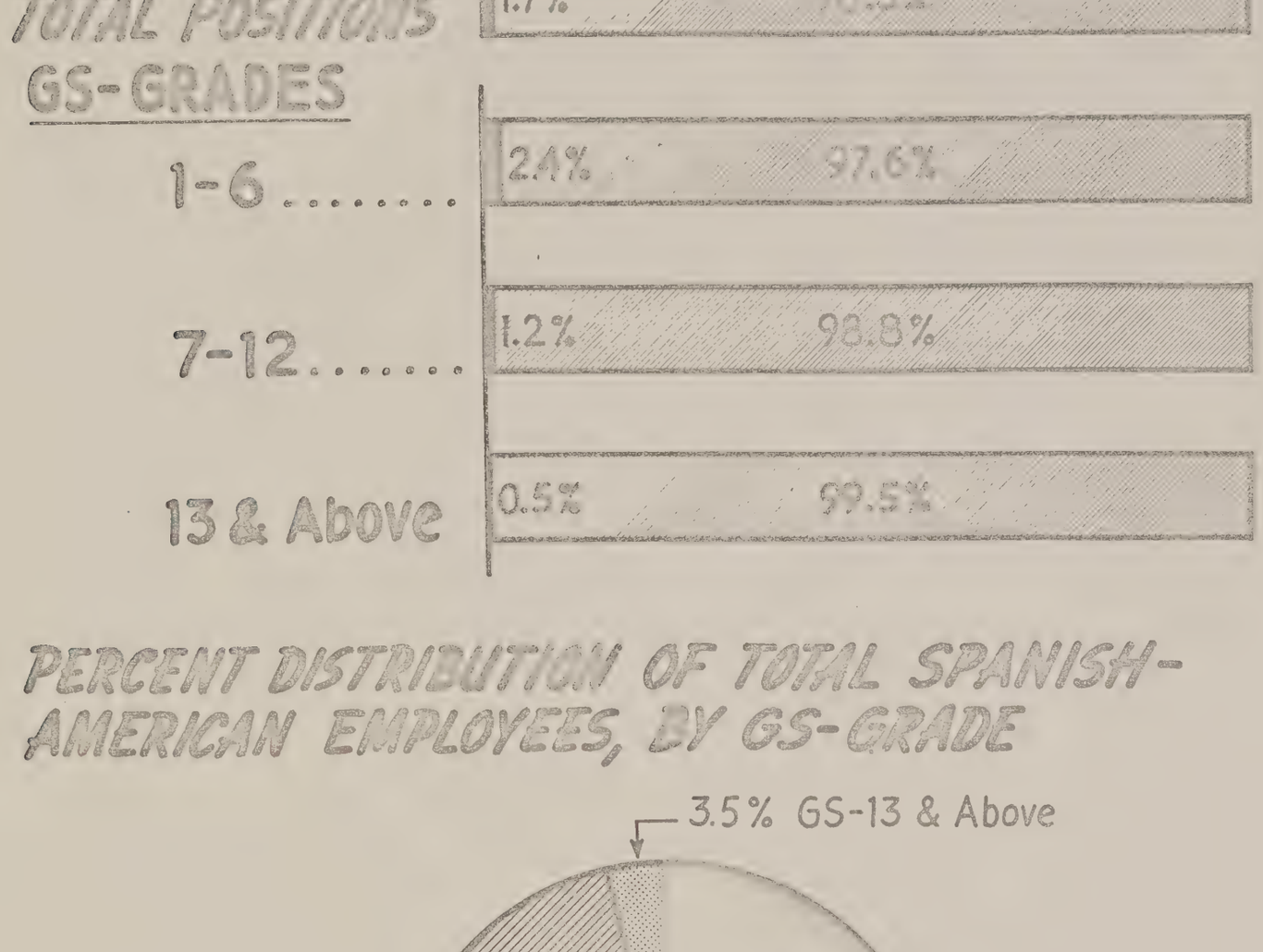
PERCENT DISTRIBUTION OF TOTAL BLACK EMPLOYEES, BY GS-GRADE



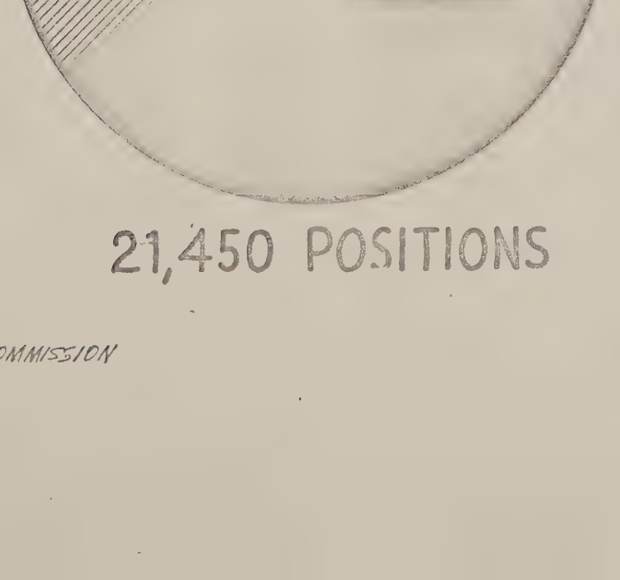
133,626 POSITIONS

SOURCE: U.S. CIVIL SERVICE COMMISSION

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS HELD BY SPANISH AMERICANS AND ALL OTHER EMPLOYEES, BY GRADE, 1967



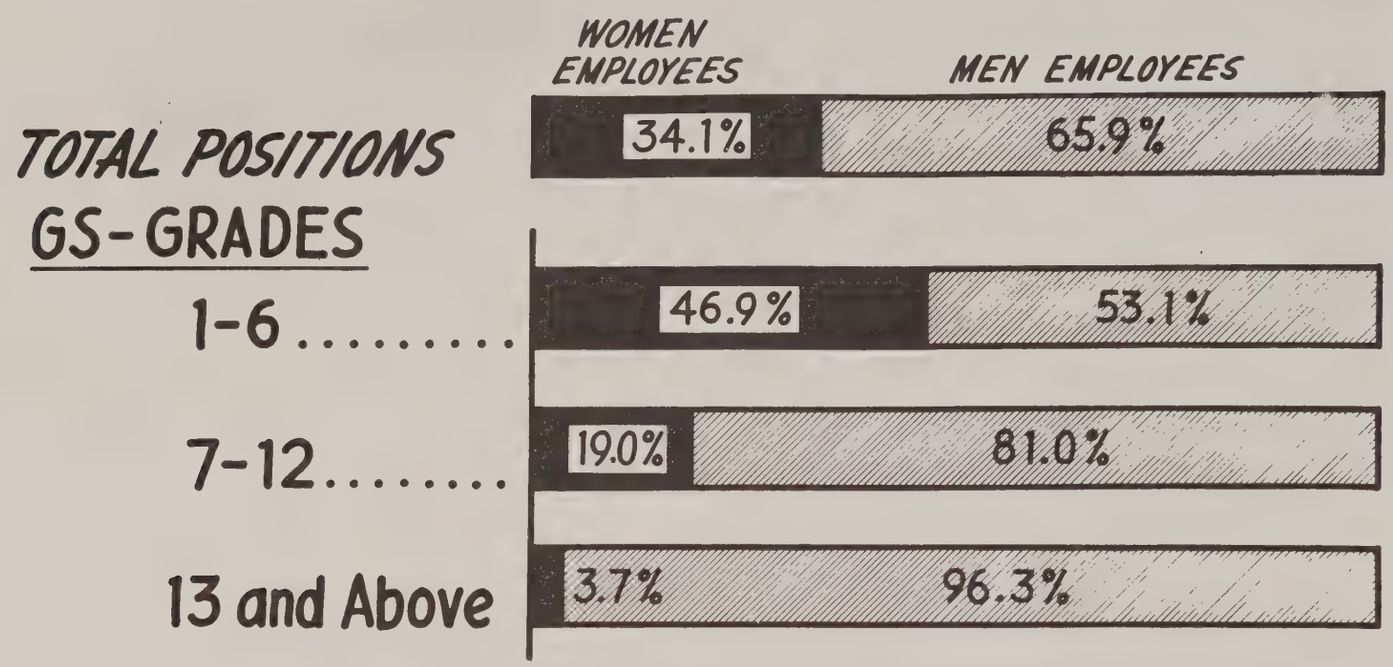
PERCENT DISTRIBUTION OF TOTAL SPANISH-AMERICAN EMPLOYEES, BY GS-GRADE



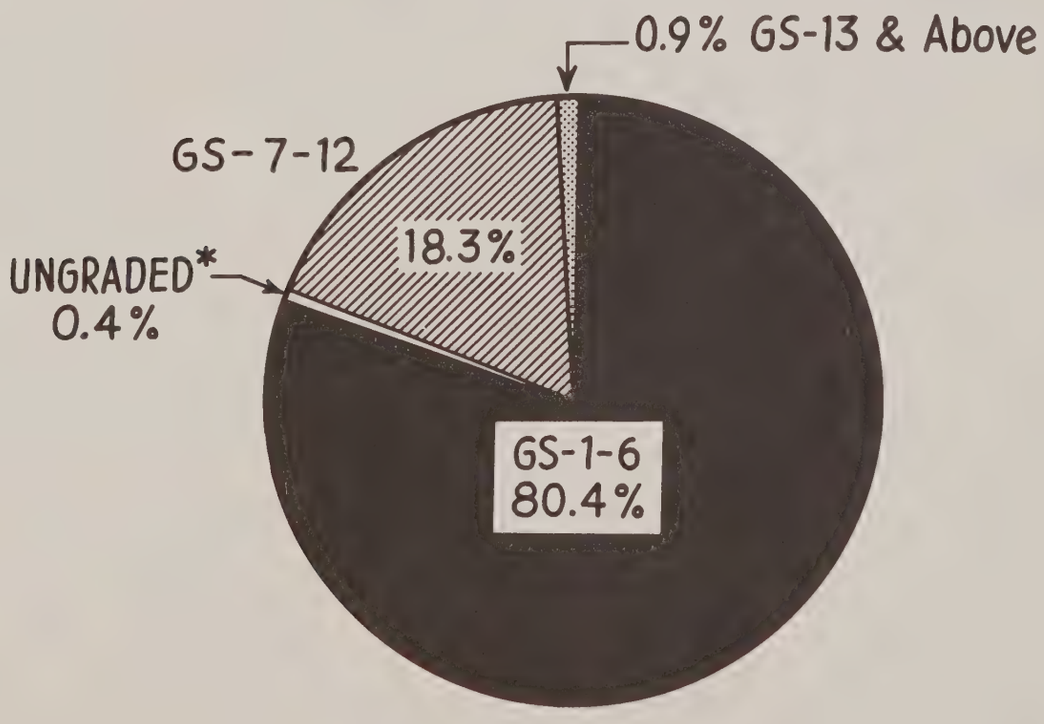
21,450 POSITIONS

SOURCE: U.S. CIVIL SERVICE COMMISSION

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS, BY SEX AND GRADE, 1967



PERCENT DISTRIBUTION OF TOTAL WOMEN EMPLOYEES, BY GS-GRADE

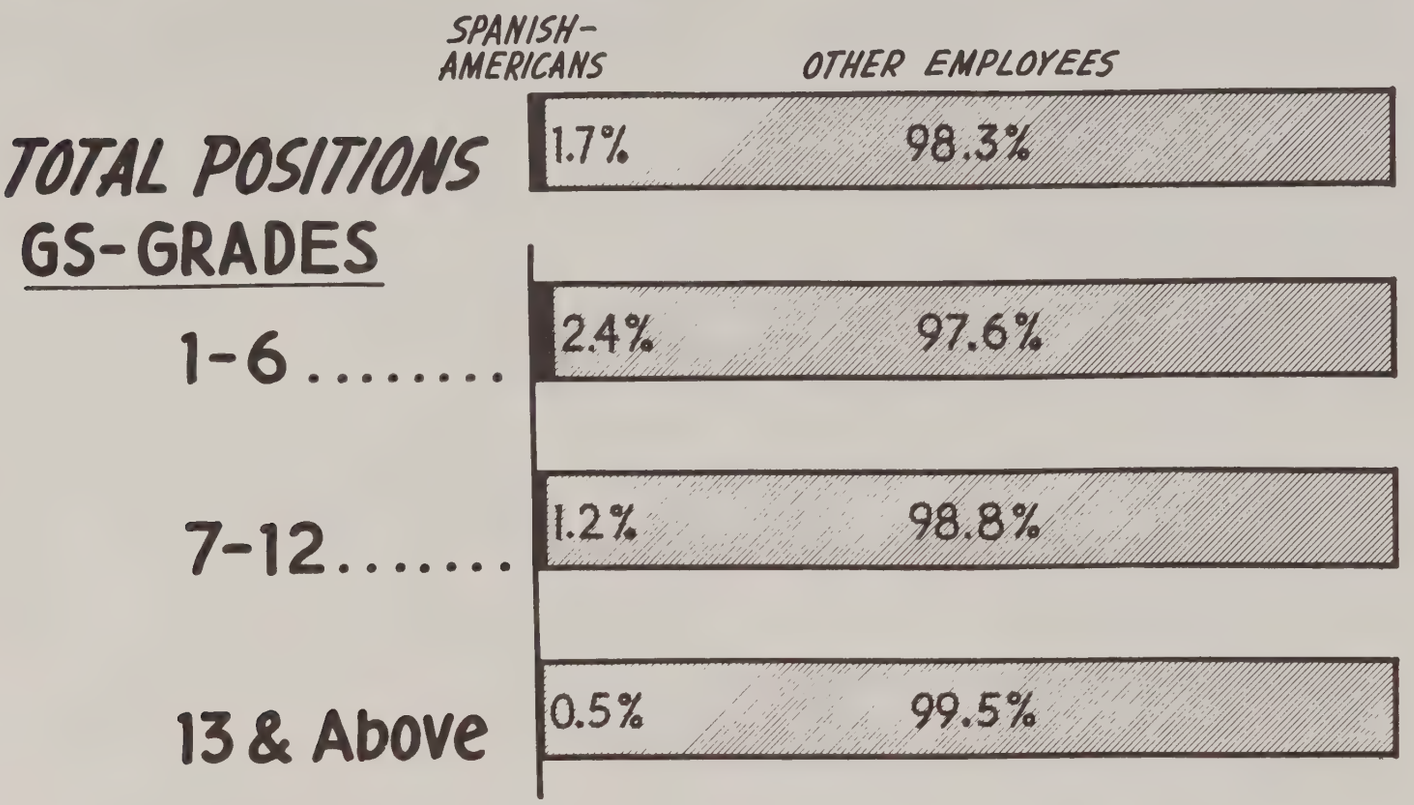


659,403 POSITIONS

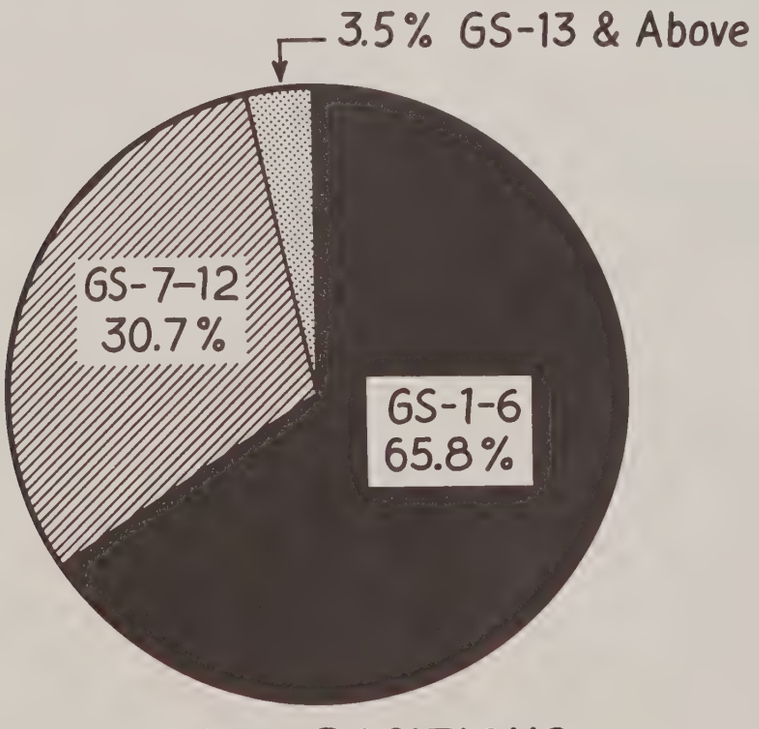
* "UNGRADED" represents, for the most part, support staff to the federal judges and courts throughout the United States.

SOURCE: U.S. CIVIL SERVICE COMMISSION

PERCENT DISTRIBUTION OF ALL FEDERAL GS-POSITIONS HELD BY SPANISH AMERICANS AND ALL OTHER EMPLOYEES, BY GRADE, 1967



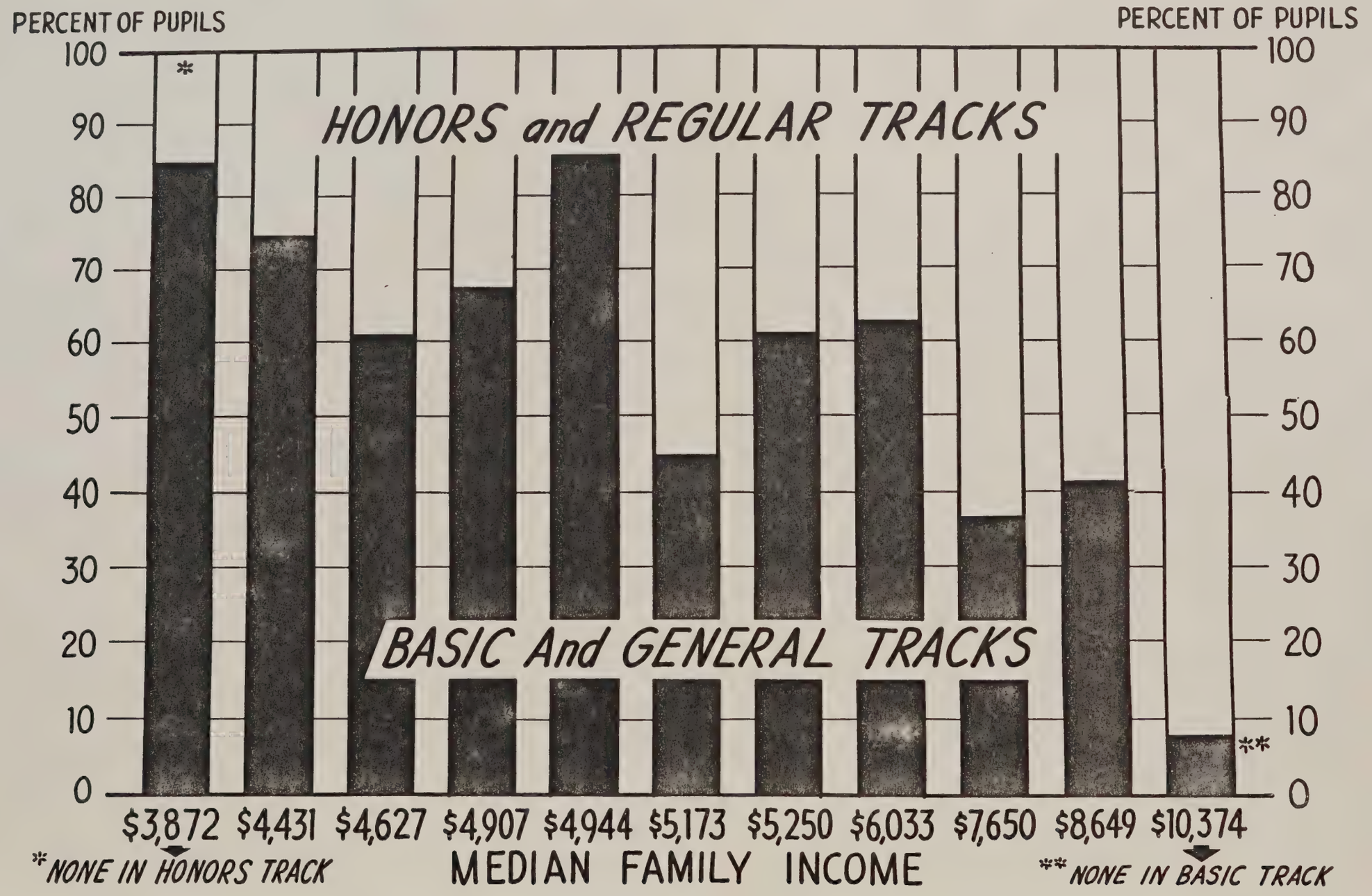
PERCENT DISTRIBUTION OF TOTAL SPANISH-AMERICAN EMPLOYEES, BY GS-GRADE



21,450 POSITIONS

SOURCE: U.S. CIVIL SERVICE COMMISSION

MEDIAN FAMILY INCOME AND PUPIL PLACEMENT IN THE D.C. SENIOR HIGH SCHOOLS, 1963-64



Source: D.C. Board of Education

Charles Dukes
Brentanos Book Store dcca. - 737-3713

Wm Raspberry -
5101 4th St. N.W.

Evening Star - John Matthews:

Discount Book Store - 332-0900 John Morey

Dunn + Spear Book Store:. - 50

REGULAR BUDGET FUNDS

	School	ESEA and Regular Budget	Regular Budget	% to ESEA Funds
HIGH Expenditure Group	Bundy	$ 798	$ 798	0
	Edmonds Peabody	614	614	2.4
	Seaton Peary	518	518	11.6
	Morgan & Annex	531	531	3.5
	Bruce	550	494	6.4
	Easton	528	472	10.4
	Hardy-B	522	521	.0
	Blow Pierce	579	499	13.5
	Stoddard	516	507	13.5
	Sumner-Stevens-Grant	511	506	1.7
	Fillmore	510	510	0
LOW Expenditure Group	McCogney	$ 306	$ 292	4.6
	Hendley	317	308	2.8
	Young	328	326	0
	Garfield	328	327	0
	Kimball	335	333	0
	Green	348	321	0
	Draper	322	327	4.3
	Congress Hghts&Annex	339	330	0
	Orr-Randle, Highl'ds	344	321	1.8
	Nichols Ave.	344	330	4.1
	Moten	343	337	2.6

dollars

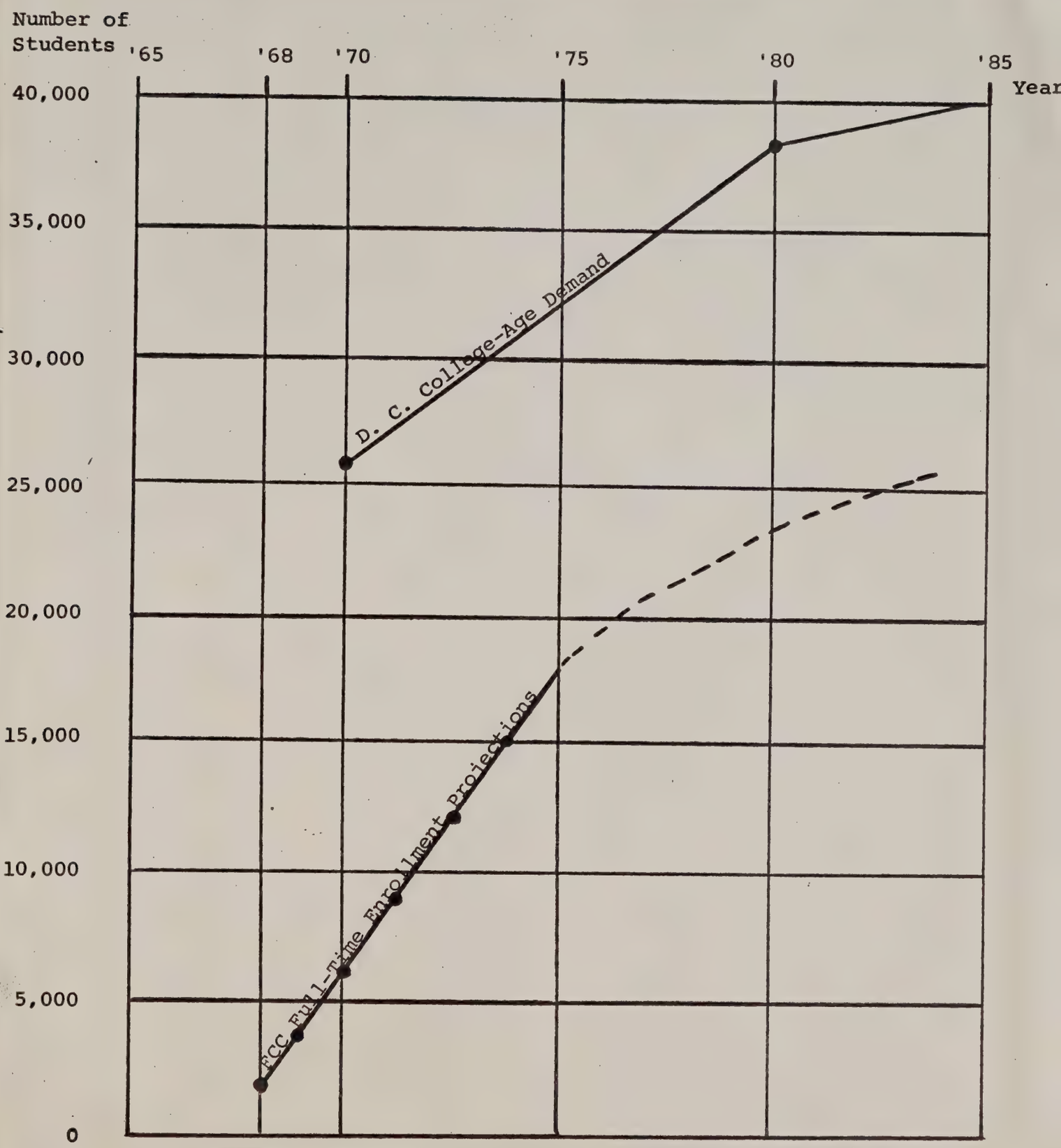
Per Capita Expenditure per Pupil in Selected D.C. Elementary Schools

Fiscal year 1976

REGULAR BUDGET ESEA FUNDS



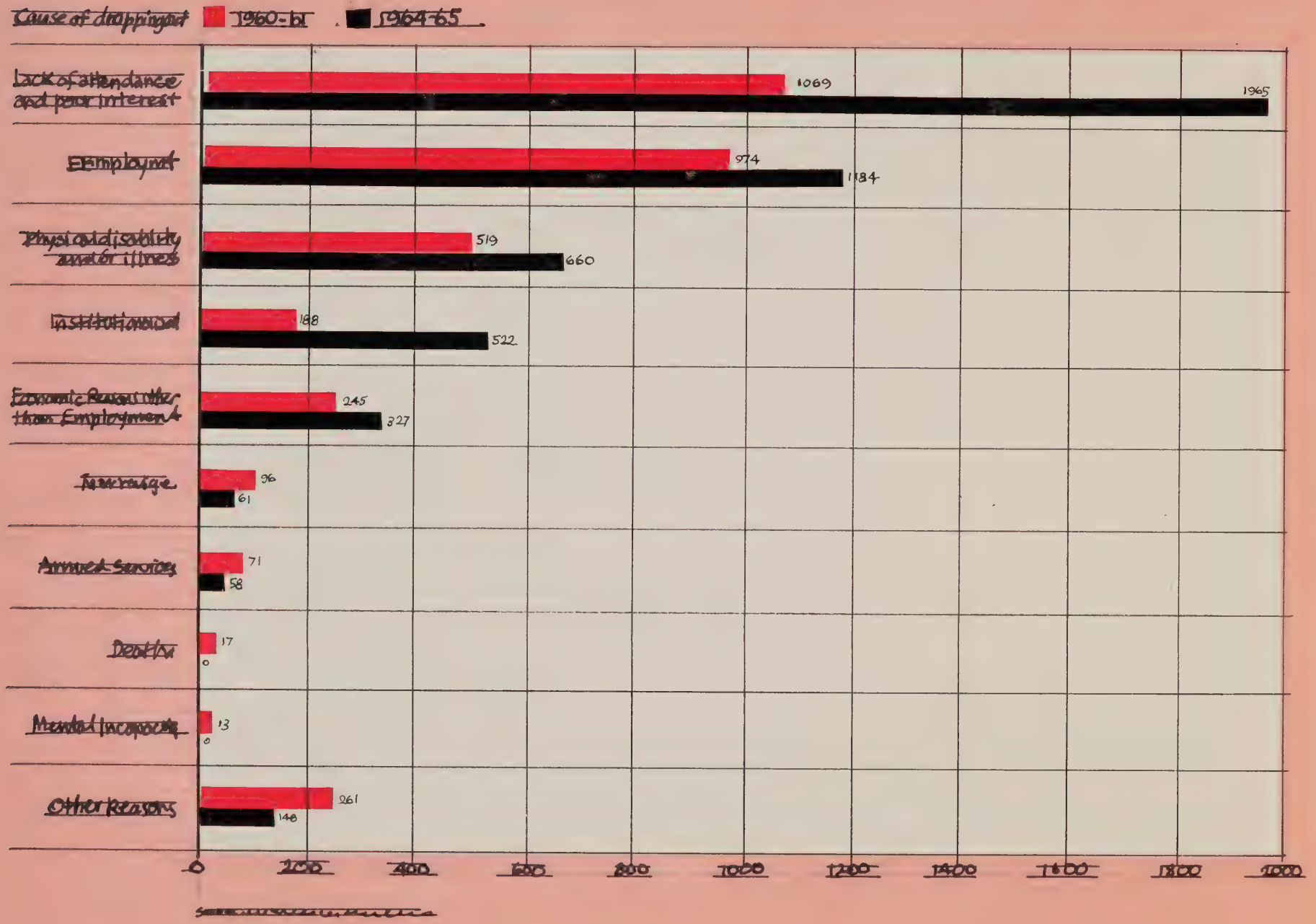
Projection of FCC's Ability to Respond
to District of Columbia
Demands for Higher Education



Source: Federal City College

Chart No. 7 D.C. Public Schools

Total Number of Dropouts by Cause, 1960-61 and 1964-65



question

What is the dropout rate among high school students?
Why are these students leaving the public school system?

answer

Over a five year period, more than 16-year old students dropped out of school than remained to graduate. Most left because of lack of interest and poor attendance.

analysis

Chart 19 shows the total number of dropouts by cause for 1960-61 and 1964-65. The table indicates that by far, 1965, the largest number of students dropped out for lack of interest the world was



SUMMARY, ALL AGENCIES

Total Negro and Spanish-American Employment
November 1967

PAY CATEGORY	1967 EMPLOYMENT	1967 NEGRO NUMBER	1967 NEGRO %	1967 EMPLOYMENT	1967 SPANISH-AMERICAN NUMBER	1967 SPANISH-AMERICAN %
TOTAL ALL PAY PLANS	2,621,939	390,842	14.9	2,621,939	68,945	2.6
TOTAL GENERAL SCHEDULE OR SIMILAR	1,270,051	133,626	10.5	1,270,051	21,450	1.7
GS-1 THRU 4	369,968	75,846	20.5	369,968	9,687	2.6
GS-5 THRU 8	349,020	40,494	11.6	349,020	6,688	1.9
GS-9 THRU 11	296,560	12,631	4.3	296,560	3,631	1.2
GS-12 THRU 18	254,503	4,655	1.8	254,503	1,444	.6
TOTAL WAGE BOARD	596,647	121,829	20.4	596,647	32,024	5.4
UP THRU $4,499	45,023	24,464	54.3	45,023	3,009	6.7
$4,500 THRU 6,499	235,082	65,227	27.7	235,082	15,716	6.7
$6,500 THRU 7,999	233,218	28,879	12.4	233,218	11,599	5.0
$8,000 AND OVER	83,324	3,259	3.9	83,324	1,700	2.0
TOTAL POSTAL FIELD SERVICE	698,346	132,011	18.9	698,346	14,776	2.1
PFS-1 THRU 4 *	601,160	123,632	20.6	601,160	13,626	2.3
PFS-5 THRU 8	77,746	7,805	10.0	77,746	1,034	1.3
PFS-9 THRU 11	14,985	467	3.1	14,985	87	.6
PFS-12 THRU 20	4,455	107	2.4	4,455	29	.7
TOTAL OTHER PAY PLANS	56,895	3,376	5.9	56,895	659	1.2
UP THRU $4,499	6,523	1,252	19.2	6,523	173	2.7
$4,500 THRU 6,499	10,970	1,073	9.8	10,970	165	1.5
$6,500 THRU 7,999	7,107	359	5.1	7,107	85	1.2
$8,000 AND OVER	32,295	692	2.1	32,295	272	.8

* INCLUDES 4TH CLASS POSTMASTERS AND RURAL CARRIERS

Master - TH

WIQE WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

MEMORANDUM

TO: May 28, 1971

FROM: Julius W. Hobson
300 M Street, SW
Washington, D. C. 20024

Phone Contact:
Office - (202) 554-3308
Home - (202) 628-6358

SUBJECT: Proposed manuscript for book examining various aspects of the 1971 May Day Demonstrations in Washington, D. C.

Very few voices in our society have been raised in support of the May Day Demonstrations -- or even in an honest evaluation of what occurred. The events leading up to and including that Monday, May 3, have been almost uniformly condemned by the whole range of "public opinion molders" -- from the predictably reactionary right, on through the various shadings of the so-called liberal press, to finally include even those individuals on Capitol Hill and elsewhere who would normally be expected to support any reasonable effort to end the tragic and senseless war in Southeast Asia.

Is this negative reaction an indication that the demonstration was, in fact, unreasonable? We think not, and we think that something needs to be said about the positive side of the situation.

This book will offer other views by District citizens of the protest, its philosophy, new and unpublished information on the demonstrators themselves, and additional details about the self-serving overreactions of Nixon Administration officials. The book will show that there was (and is) a bona fide and urgent need to articulate the frustrations of the American people with regard to this war -- without a correlated suspension of the Constitution.

Utilizing six to eight personal experience stories as highlights, we expect the book to take shape along roughly the following lines:

Introduction

A statement from me about the D. C. Statehood Party, its objectives, and its reasons for participating in and publicizing the other side of this May Day story. The introduction will issue a warning to voting citizens in other metropolitan areas from residents of this non-voting colony -- the District of Columbia -- that



Матеи - ТТ

what happened here can all too easily become acceptable behavior in other cities, with a discussion of the consequences.

Historical Background

This will concentrate primarily on the Kerner Commission Report- and how its findings and recommendations were systematically ignored in May, 1971 by the authorities themselves. We will talk about the official attitudes, flaunted over a long period of time, which led directly to these demonstrations - and which will undoubtedly result in still more protests.

We will also allude to the circumstances that prevailed in Germany during the Nazi rise to power and will attempt to make comparisons between the official and public attitudes of the German people then and the American people now. This will be presented in the form of a warning of what the future could hold if we persist in adopting the same sort of head-in-the-sand posture taken by the German population in the early thirties.

Who Were the Demonstrators?

Background and personality studies of at least several individual demonstrators to show that these were not "alien creatures," but the reader's children and/or the kids next door. We will reveal a wide geographic distribution of the young people who came to Washington for this event.

Events Leading to the "Revolution"

Reasons why Rennie Davis and other demonstration leaders felt the display was needed at this time. Description of planning operation; from initial concept to actual implementation. Descriptions and copies of a range of May Day literature, showing non-violent objectives of the movement.

Additional rationale for taking the actions of May 1 - 4.

May Day - A Cry for Help

Descriptions of May Day occurrences through the eyes of those involved:

--Vignettes of the action at different places around town on May 3.
--Events of the weekend (May 1 - 2); the police raid on East Potomac Park.
--Police tactics in breaking up the demonstrations.
--Use of dogs, tear gas, clubs; false arrests of passersby in mass "sweep-up" maneuvers.

--Abandonment of legal requirements on arrests.
--How motorists and pedestrians reacted to the demonstration and to the demonstrators (not always the same sort of reaction to both).
--How the kids tried to establish a rapport and an understanding with the people coming into the demonstration areas.

The Medics

--How police zeroed in on demonstration medics, arresting them first.
--D. C. Public Health medics driven off by D. C. police; refused permission to assist injured demonstrators.
--D. C. Public Health officials threaten legal actions in aftermath of these incidents, and because of filthy conditions at detention camps and in cellblocks.

"Bust Central" -- Providing a Modicum of Legal Services Under a Suspension of Law

--How the legal support system worked.
--How its existence was made known to the demonstrators and how they made use of its services.
--The lawyers on duty; who were they and why were they?
--The problems; police harrassment; lack of cooperation; illegal procedures used by officials.

The Detention Centers -- Testing Grounds for Future Tyranny?

The crowded, unsanitary and inhumane conditions at the detention camps indicated either a total lack of planning by authorities or, more likely, a callous and premeditated disregard for the health and safety of "those people."

The point-blank tear-gassing of massed, helpless people and the other overlooked brutal police actions against the prisoners may even have signalled an official determination to "punish" the demonstrators -- summarily and without due process of law. We have extensive documentation of improper police conduct at the centers and in cellblocks crammed far beyond their capacities.

A significant number of those incarcerated were completely uninvolved citizens caught and swept along by the police cordons -- usually for such "crimes" as having a mustache, slightly long hair, a youthful face, or a too-wide necktie. We will include personal statements from several such persons.

Support Your Local Government

--Federal takeover of D. C. police and other local functions and responsibilities.
--How it was done. "Federalizing" the Metropolitan Police Department.
--Other actions by the Federal Government. Troops airlifted onto the Washington Monument grounds.
--Unnecessary and inappropriate show of force against demonstrators using non-violent tactics of civil disobedience.

The Community Volunteers

Rush-hour motorists, rolling in from the suburbs, often saw the demonstrations as a personal affront and an outrage perpetrated against that most American of all our institutions -- the automobile.

A great many residents -- black and white -- of the District of Columbia, however, displayed a very different sort of feeling. Many families opened their homes to the young demonstrators as a place to live while in their Nation's Capital and, in at least a few (well-documented) instances, as emergency havens from pursuing police.

Food, transportation, logistical assistance at Bust Central and elsewhere, help from neighborhood churches -- the people of Washington were not entirely invisible on this occasion. The D. C. Statehood Party played a key role in countering the implications of implacable and uninterrupted hostility toward the young visitors.

A Lawyer Looks at Government by Dictate

Philip J. Hirschkop and other prominent Washington attorneys will contribute a lengthy discourse on the legal ramifications of the police actions, unconstitutional government steps to repress the demonstrations, handling of arrests and arraignments of individuals, court reactions to May Day cases, grounds for later damage suits by demonstrators, citizens falsely arrested, and final court actions.

Conclusion

What did the demonstrations accomplish?

--Renewed dialogue on the U. S. war involvement.

--Increased pressures for an immediate withdrawal.
--Gave politicians an opportunity to safely move to new and stronger positions against the war and still appear "moderate" by comparison to the "crazies."
--Altered foreign opinions and views about the American people's desire to have their country continue to serve as "policeman of the world."
--Raised serious questions about the concentration camp mentality which seems so apparent in the statements of Attorney General Mitchell and others.

Who will be the last man to die in the war in Southeast Asia? The May Day Demonstration and the others to follow it will bring closer the day when we will know the answer to that grim question, and to the more tragic question, "How many more will die before we reach that last man and at what price to human freedom and justice?"

***

This, then, is what we propose to cover in this book. There may be shifts in emphasis and changes of other kinds as the book begins to take shape, but this, basically, is the outline.

May 28, 1971

(Cover, title and imprint page data -- Sam to arrange and edit)

THE DAMNED INFORMATION

How to get information from public agencies
and use it to force social change

by Julius W. Hobson
Director, Washington Institute for Public Education ~~(WIPE)~~

with legal discussion and analysis
of Federal Freedom of Information Act
and similar ~~information~~ laws in 50 States
by Landon Gerald Dowdey
of the Washington, D. C. Bar

published by
The Washington Institute for Quality Education (WIQE)

(Index and chapter heading data -- ~~XXXXX~~ Sam to arrange and edit)

Introduction

by Julius W. Hobson, Director
Washington Institute for Quality Education

~~XXXX

to Use the Information

Examples from a case of discrimination
IN EDUCATION

Hobson v. Hansen

Examples from a case of discrimination
IN EMPLOYMENT

Hobson v. Hampton

Examples from a case of discrimination
IN TRANSPORTATION

Payne v. Washington Metropolitan
Area Transit Commission

3. Information Law Source Materials ON

Leading Law Journal Articles on Information Laws

The Freedom of Information Center at the University of Missouri

Text of Federal Freedom of Information Act
with Annotations to Opinions, Cases
and Law Journal Articles

Text of California Inspection of Public Records Act
with Annotations to Opinions, Cases
and Law Journal Articles

State by State Analysis of Information Laws
with Annotations to Opinions, Cases
and Law Journal Articles

Tom #1

STATE ACCESS STATUTES

Alabama: Records

+ Sec 145+146

TITLE 41: OFFICES AND OFFICERS
CHAPTER 3: PROPERTY, RECORDS, ETC.
ARTICLE 2: RIGHT TO INSPECT AND COPY RECORDS

Section 147. - Public officers bound to give copies. Every public officer having the custody of a public writing, which a citizen has a right to inspect, is bound to give him, on demand, a certified copy of it, on payment of the legal fees therefor, and such copy is admissible as evidence in like cases and with like effect as the original writing. (1923)

Title 55 — Section 289(6) Public records defined. Public records comprise all written, typed, or printed books, papers, letters, documents and maps made or received in pursuance of law by the public officers of the state, counties, municipalities, and other subdivisions of government in the transactions of public business, and include also any record authorized to be made by any law, or any paper, pleading, exhibit, or other writing, filed with, in or by any such court, office or officer. (1945)

Alaska: Records

TITLE 58: ~~EVIDENCE~~ 1949 ACLA {09.25.110 - AS 1962
CHAPTER 1: WRITINGS {09.25.120
ARTICLES 1: PUBLIC WRITINGS

Section 1. - What constitutes public record. Except where otherwise specified or declared, the books, records, papers, files, accounts, writings and transactions of every officer, board or institution in this State are public records and subject to such reasonable rules as the officer in charge may prescribe, and shall be open to inspection by the public during all the time the respective offices shall be open for business. Any information in the possession of the Tax Commissioner which discloses the particulars of the business or affairs of a taxpayer or other person, is not a matter of public record.

Arizona: Records

TITLE 39: PUBLIC RECORDS, PRINTING AND NOTICES
CHAPTER 1: PUBLIC RECORDS
ARTICLE 2: SEARCHES AND NOTICES

Section 39-121. - Inspection of public records. Public records and other matters in the office of any officer at all times during office hours shall be open to inspection by any person. (1901)

X Arkansas: Meetings and Records

ACT NO. 93 OF 1967: An Act requiring all records of the governing bodies of municipalities, counties, townships and school districts and all other boards, bureaus, commissions or organizations, supported wholly or in part by public funds, or expending public funds, shall be public and open to personal inspection by any citizen of the state of Arkansas.

Section 1. - This Act shall be known and cited as the "Freedom of Information Act" of 1967.

Section 4. - Examination and copying of public records. All state, county, township, municipal and school district records which by law are required to be kept and maintained shall be open to inspection and copying by any citizen of the State of Arkansas during the regular business hours of the custodian of the records.

X California: Records Incorrect - repealed & Amended 1968 & 1970

CIVIL PROCEDURE CODE
PART 4: OF EVIDENCE
TITLE 2: OF THE KINDS AND DEGREES OF EVIDENCE
CHAPTER 3: WRITINGS
ARTICLE 2: PUBLIC WRITINGS

Section 1888. - Public writings defined. Public writings are: (1) The written acts or records of the acts of the sovereign authority, of official bodies and tribunals, and of public officers, legislative, judicial, and executive, whether of this State, of the United States, or a sister State, or of a foreign country. (2) Public records, kept in this state, of private writings. (1872)

Section 1894. - Public writings are divided into four classes: (1) Laws; (2) Judicial records; (3) Other official documents; (4) Public records, kept in this state, of private writings.

Colorado: School Board Meetings

CHAPTER 123: SCHOOLS I - PUBLIC SCHOOL SYSTEM
ARTICLES 10: ADMINISTRATION OF DISTRICTS

Section 20. - By-laws; meetings; vacancies; first-class districts... (2) Every school board shall make a by-law stating where the board meeting shall be held. Thereafter, all board meetings shall be held at the regular meeting place and all meetings and business transacted by the school board shall be open to the public and all interested parties shall have the right to be present; provided, upon the vote of a majority of the board members present, the board may go into executive session at which time such persons as the board may invite may be present during the executive session. No voting shall be done in executive session. (1957)

Connecticut: Records

TITLE 1: PROVISIONS OF GENERAL APPLICATION
CHAPTER 3: PUBLIC RECORDS AND MEETINGS

Section 1-19. - Access to public records. Except as otherwise provided by any federal or state statute or regulation, all records made, maintained or kept on file by any executive, administrative or judicial body, agency, commission or official of the state, or any political subdivision thereof, whether or not such records are required by any law or by any rule or regulation, shall be public records and every resident of the state shall have the right to inspect or copy such records at such reasonable time as may be determined by the custodian thereof.

Delaware: Records

TITLE 29: STATE GOVERNMENT
PART IV: STATE AGENCIES AND OFFICES NOT CREATED BY CONSTITUTION
CHAPTER 33: PUBLIC ARCHIVES COMMISSION
PART II: PUBLIC RECORDS

Section 3327. - Definition of public records... (d) As used in this section and other statutes appertaining thereto, the words "public records" mean any written or printed book, document, or paper, map or plan, which is the property of any court, department, board, commission or agency of this State of of any county or incorporated municipality therein, and in or on which any entry has been made or is required to be made by law, which any officer or employee of this State or of a county or an incorporated municipality has received or is required to receive for recording or filing. (1937)

Florida: Meetings and Records

CHAPTER 119: PUBLIC RECORDS
TITLE 10: OFFICERS, OFFICES AND PUBLIC RECORDS

Section 1. - Public records open to examination by citizens. All state, county and municipal records shall at all times be open for a personal inspection of any citizen of Florida, and those in charge of such records shall not refuse this privilege to any citizen. (1909)

Georgia: Records

TITLE 40: EXECUTIVE DEPARTMENT
PART XV: MISCELLANEOUS
CHAPTER 27: INSPECTION OF PUBLIC RECORDS

Section 1. - All State, county and municipal records, except those, which by order of a court of this State or by law, are

prohibited from being open to inspection by the general public, shall be open for a personal inspection of any citizen of Georgia at a reasonable time and place, and those in charge of such records shall not refuse this privilege to any citizen.

Section 2. - In all cases where a member of the public interested has a right to inspect or take extracts or make copies from any public records, instruments or documents, any such person shall hereafter have the right of access to said records, documents or instruments for the purpose of making photographs of the same while in the possession, custody and control of the lawful custodian thereof, or his authorized deputy. Such work shall be done under the supervision of the lawful custodian of the said records, who shall have the right to adopt and enforce reasonable rules governing the said work.

Hawaii: Meetings and Records

TITLE 1: GENERAL LAWS
CHAPTER 7A: PUBLIC AGENCY MEETINGS AND RECORDS

Section 7A-4. - Public records. All public records shall be available for inspection by any person during established office hours unless public inspection of such records is in violation of any other state or federal law, provided that, except where such records are open under any rule of court, the attorney general and the responsible attorneys of the various counties may determine which records in their offices may be withheld from public inspection when such records pertain to the preparation of the prosecution or defense of any action or proceeding, prior to its commencement, to which the State or county is or may be a party, or when such records do not relate to a matter in violation of law and are deemed necessary for the protection of the character or reputation of any person.

Certified copies of extracts from public records shall be given by the officer having the same in custody to any person demanding the same and paying or tendering 20 cents a folio of one hundred words for such copies or extracts.

Idaho: Records

TITLE 59: PUBLIC OFFICERS IN GENERAL
CHAPTER 10: MISCELLANEOUS PROVISIONS

Section 59-1009. - Official records open to inspection. The public records and other matters in the office of any officer are, at all times during office hours, open to the inspection of any citizen of this state.

Illinois: Records

CHAPTER 116: RECORDS

ILL. Chp. 116 Records 10K- 5

Section 43.4. - Title. This Act shall be known as "The State Records Act."

Section 43.6. - Public policy as to records; exception. All records of the expenditure or receipt of public funds, including but not limited to, warrants, vouchers, invoices; purchase orders, requisitions, payrolls, records of receipts and similar documents made, created, or filed by or on file with any public officer of the State or any agency of the State are public records and shall be open to public inspection, except as otherwise provided pursuant to law, at all reasonable times.

Section 43.7. - Right of access by public; reproduction; fees. Any person shall have the right of access to any public records of the expenditure or receipt of public funds as defined in Section 43.6 for the purpose of obtaining copies of the same or of making photographs of the same while in the possession, custody and control of the lawful custodian thereof, or his authorized deputy.

X Indiana: Meetings and Records

TITLE 57: RECORDS AND PUBLIC PROCEEDINGS
CHAPTER 6: INSPECTION AND PUBLICITY OF RECORDS AND PROCEDDINGS

Section 57-601. - Construction of act. It is hereby declared to be the public policy of the State of Indiana that all of the citizens of this state are, unless otherwise expressly provided by law, at all times entitled to full and complete information regarding the affairs of government and the official acts of those whom the people select to represent them as public officials and employees.

Section 57-603. - Right of inspection of public records. Except as may now or hereafter be otherwise specifically provided by law, every citizen of this state shall, during the regular business hours of all administrative bodies or agencies of the state, or any political subdivision thereof, have the right to inspect the public records of such administrative bodies or agencies, and to make memoranda abstracts from the records so inspected.

X Iowa: Records

(Senate File 537): An Act to protect the right of citizens to examine public records and make copies thereof.

Section 2. - Every citizen of Iowa shall have the right to examine all public records and to copy such records, and the news media may publish such records, unless some other provision of the Code expressly limits such right or requires such records to be kept secret or confidential. The right to copy records shall include the right to make photographs or photographic copies while the records are in the possession of the lawful custodian of the records. All rights under this section are in addition to the right to obtain certified copies of records under section six hundred twenty-two point forty-six (622.46) of the Code.

Kansas: Records

CHAPTER 45: LAWS, JOURNALS AND PUBLIC INFORMATION
ARTICLE 2: RECORDS OPEN TO PUBLIC

Section 45-201. - Official public records open to inspection; exceptions. All official public records of the state, counties, muncipalities, townships, school districts, commissions, agencies and legislative bodies, which records by law are required to be kept and maintained, except those of the juvenile court which shall be open unless specifically closed by the judge or by law, adoption records, records of the birth of illegitimate children, and records specifically closed by law or by directive authorized by law, shall at all times be open for a personal inspection by any citizen, and those in charge of such records shall not refuse this privilege to any citizen.

See Laws & Session 1970 chp. 92

Kentucky: Records

CHAPTER 171: STATE LEBRARIES;...STATE ARCHIVES AND RECORDS

Section 171.590. - Public nature of records in commission's. The commission shall be responsible for the custody, use, and withdrawal of records transferred to it. All papers, books and other records of any matters so transferred are public records and shall be open to inspection by any interested person subject to reasonable rules as to time and place of inspection established by the commission; provided that whenever any records, the use of which is subject to statutory limitations and restrictions.

Louisiana: Records

TITLE 44: PUBLIC RECORDS AND RECORDERS
CHAPTER 1: PUBLIC RECORDS
PART II: GENERAL PROVISIONS

Section 31. - Right to examine records. The right to examine, copy, photograph and take memoranda of any and all public records, except as otherwise provided in this Chapter, may be exercised by:

(1) Any elector of the state

(2) Any taxpayer who has paid any tax collected by or under the authority of the state if payment was made within one year from the date the taxpayer applies to exercise the right.

(3) Any duly authorized agent of paragraphs (1) and (2) above.

Section 32. - Duty to permit examination. The persons in custody or control of a public record shall make no inquiry of any person authorized by this Chapter who applies for a public record, beyond the purpose of establishing his authority; and shall not review nor examine or scrutinize any copy, photograph or memoranda in the possession of any authorized person; and shall give, grant and extend to

the authorized persons all reasonable comfort and facility for the full exercise of the right granted by this Chapter.

Maine: Meetings and Records

CHAPTER 1: SOVEREIGNTY AND JURIDICTION

Section 40. - Minutes and records available for public inspection. Every citizen of this State shall, during the regular business or meeting hours of all such bodies (public agencies and commissions) or agencies, and on the regular business premises of all such bodies or agencies, have the right to inspect all public records, including any minutes of meetings of such bodies or agencies as are required by law, and to make memoranda abstracts or photographic or photostatic copies of the records or minutes so inspected, except as otherwise specifically provided by statute.

Maryland: Meetings

ARTICLE 41: GOVERNOR - EXECUTIVE AND ADMINISTRATIVE DEPARTMENTS; GENERAL PROVISIONS

Section 14. - Meetings of boards, etc., to be public. All meetings, regular and special, of the boards or commissions in control of any department, bureau or other agency of the Executive Department in the government of Maryland shall be public meetings and open to the public at all times. Nothing contained herein shall be construed to prevent any such board or commission from holding an executive session from which the public is excluded but no ordinance, resolution, rule or regulation shall be finally adopted at such an executive session. (1954)

Massachusetts: Records

TITLE 10: PUBLIC RECORDS
CHAPTER 66: PUBLIC RECORDS

Section 10. - Public inspection of records; fees for copies. Every person having custody of any public records shall, at reasonable times, permit them to be inspected and examined by any person, under his supervision, and shall furnish copies thereof on payment of a reasonable fee. In towns such inspection and furnishing of copies may be regulated by ordinance or by-law, and the fees therefor shall be as provided by clause (65) of section thirty-four of chapter two hundred and sixty-two. (1851 as amended 1857, 1897, and 1948)

Michigan: Records

ARTICLE 5: LEGISLATIVE DEPARTMENT

Michigan ~~RMS~~ - Legis Dept

Section 28.760. - Inspection and use of public records; copies; removal orders. Any officer having the custody of any county, city or township, records in this state who shall when requested fail or neglect to furnish proper and reasonable facilities for the inspection and examination of the records and files in his office and for making memoranda of transcripts therefrom during the usual business hours, which shall not be less than four hours per day, to any person having occasion to make examination of them for any lawful purpose shall be guilty of a misdemeanor, punishable by imprisonment in the county jail not more than one (1) year, or by a fine of not more than five hundred (500) dollars: Provided, that the custodian of said records and files may make such reasonable rules and regulations with reference to the inspection and examination of them as shall be necessary for the protection of said records and files, and to prevent interference with the regular discharge of the duties of such officer: Provided further, that such officer shall prohibit the use of pen and ink in making copies of notes of records and files in his office: Provided further, that no books, records and files shall be removed from the office of the custodian thereof for any purposes whatever, except by the order of the judge of any court of competent jurisdiction, or in response to a subpoena duces tecum issued therefrom. (1899)

Minnesota: Meetings

PART I: PUBLIC RIGHTS
CHAPTER 15: DEPARTMENTS OF STATE IN GENERAL

Section 15.17.4. - Records accessible to public. Every custodian of public records shall keep them in such arrangement and condition as to make them easily accessible for convenient use. Photographic, photostatic, microphotographic, or microfilmed records shall be considered as accessible for convenient use regardless of the size of such records, provided that a suitable means for public inspection of the records is provided by the agency maintaining the records. Except as otherwise expressly provided by law, he shall permit all public records in his custody to be inspected, examined, abstracted, or copied at reasonable times and under his supervision and regulation by any person; and he shall, upon the demand of any person, furnish certified copies thereof on payment in advance of fees not to exceed the fees prescribed by law. (1941 as amended 1957)

Mississippi: Records

TITLE 7: PROPERTY
CHAPTER 2: LAND AND CONVEYANCES

Section 878. - How instrument recorded and book indexed; records public; copies. (1) It shall be the duty of the clerk of the chancery

court to whom any written instrument is delivered to be recorded, and which is properly recordable in his county, to record the same without delay in a well-bound book of good paper, to be provided by him for that purpose, together with the acknowledgments of proofs and the certificates thereof, and also the plats of surveys, schedules, and other papers thereto annexed, by entering them word for word in a fair handwriting, or typewriting, or by filling up printed forms, or by recording by photostat machine or other equally permanent photographic process, and entering at the margin or foot of the page the hour and minute, the day of the month, and the year when the instrument was delivered to him for record, and when recorded. He shall also carefully preserve all instruments of writing which are properly acknowledged and delivered to him to be recorded, and after recording, deliver them to the party entitled thereto on demand. He shall also put a complete alphabetical index, both direct and reverse to each book; and every person shall have access, at proper times, to such books, and be entitled to transcripts from the same on paying the lawful fees. He shall record the deeds and other instruments in the order of time in which they are filed for record as far as practicable.

Missouri: Records

TITLE 8: PUBLIC OFFICERS, BONDS AND RECORDS
CHAPTER 109: PUBLIC RECORDS

Section 109.180. - Except as otherwise provided by law, all state, county and municipal records shall at all reasonable times be open for a personal inspection by any citizen of Missouri, and those in charge of the records shall not refuse the privilege to any citizen.

Montana: Records

TITLE 93: CIVIL PROCEDURE
CHAPTER 1001: EVIDENCE - PUBLIC WRITINGS

Section 93-1001-4. - Every citizen entitled to inspect and copy public writings. Every citizen has a right to inspect and take a copy of any public writings of this state, except as otherwise expressly provided by statute.

Nebraska: Records

CHAPTER 25: COURTS, DISTRICT; CIVIL PROCEDURE
ARTICLE 12: EVIDENCE - (e) DOCUMENTARY EVIDENCE

Section 25-1280. - Official records; certified copies; duty of custodian to furnish. Every state, county, or political subdivision officer having the custody of a public record or writing is bound to give any person on demand a certified copy thereof on payment of the legal fees therefor....that the citizens of this state shall have full rights to know of, and have full access to information on the public finances of the government and the public bodies and entities created

to serve them. (1961)

Nebraska: Meetings

(Legislative Bill 726)

Section 3. - Except as otherwise expressly provided by statute, all persons interested in attending public meetings are hereby fully empowered and authorized to do so, and all such parties shall be allowed to make memoranda or abstracts and fully report or boardcast what transpires thereat, or may do so from the minutes thereof, so that the public of this state shall have full rights to know about, and have full access to, the public bodies and entities created to serve them.

Nevada: Records

TITLE 19
CHAPTER 239: PUBLIC RECORDS

Section 239.010. - State and county records open to inspection. All books and records of the state and county officers of this state shall be open at all times during office hours to inspection by any person, and the same may be fully copied or an abstract or memorandum prepared therefrom, and any copies, abstracts or memoranda taken therefrom may be utilized to supply the general public with copies, abstracts or memoranda of the records or in any other way in which the same may be used to the advantage of the owner thereof or of the general public. (1911)

New Hampshire: Meetings and Records

RSA: CHAPTER 91-A: ACCESS TO PUBLIC RECORDS AND PROCEEDINGS

Section 91-A:4. - Minutes and records available for public inspection. Every citizen during the regular or business hours of all such bodies or agencies, and on the regular business premises of such bodies or agencies, has the right to inspect all public records, including minutes of meetings of the bodies or agencies, and to make memoranda abstracts, photographic or photostatic copies, of the records or minutes so inspected except as otherwise provided by statute or section 5 of this chapter.

New Jersey: Records not on point 47:1A-1 thru 47-1A-4

TITLE: PUBLIC RECORDS
CHAPTER 3: DESTRUCTION AND UNLAWFUL PROTECTION OF PUBLIC RECORDS

Section 47:3-16. - "Public records".....defined. As used in this

act, except where the context indicates otherwise, the words "public records" mean any paper, written or printed book, document, or drawing, map or plan, photograph, microfilm, sound recording or similar device, or any copy thereof which has been made or is required by law to be received for filing, indexing, or reproducing by any officer, commission, agency or authority of the state or of any political subdivision thereof, including subordinate boards thereof, or that has been received by any such officer, commission, agency or authority of the state or of any political subdivision thereof, including subordinate boards thereof in connection with the transaction of public business and has been retained by such recipient or its successor as evidence of its activities or because of the information contained therein. (1953)

New Mexico: Records

CHAPTER 71: RECORDS AND RECORDING
ARTICLE 5: INSPECTION OF PUBLIC RECORDS

Section 71-5-1. - Right to inspect public records; exceptions. Every citizen of this state has a right to inspect any public records of this state except records pertaining to physical or mental examinations and medical treatment of persons confined to any institutions and except as otherwise provided by law.

X New York: Meetings and Records

EDUCATION LAW
TITLE 1: GENERAL PROVISIONS
ARTICLE 3: DIVISIONS OF HISTORY AND PUBLIC RECORDS

Section 144. - Definition of public records. In construing the provisions of this chapter and other statutes, the words "public records" shall, unless a contrary intention clearly appears, mean any written or printed book or paper, or map, which is the property of the state, or of any county, city, town or village or part thereof, and in or on which any entry has been made or is required to be made by law, or which any officer or employee of the state or of a county, city, town or village has received or is required to receive for filing.

All public records inscribed by public officials, other than maps, shall be entered or recorded in durable ink on linen paper durably made and well finished. (1910)

North Carolina: Records

DIVISION XVI: STATE GOVERNMENT AND AGENCIES
CHAPTER 132: PUBLIC RECORDS

Section 132-6. - Inspection and examination of records. Every

person having custody of public records shall permit them to be inspected and examined at reasonable times and under his supervision by any person, and he shall furnish certified copies thereof on payment of fees as prescribed by law. (1934)

North Dakota: Records

TITLE 44: OFFICES AND OFFICERS
CHAPTER 04: DUTIES OF OFFICERS

Section 44-04-18. - Access to public records. Except as otherwise specifically provided by law, all records of public or governmental bodies, boards, bureaus, commissions or agencies of the state or any political subdivision of the state, or organizations or agencies supported in whole or in part by public funds, or expending public funds shall be public records, open and accessible for inspection during reasonable office hours. (1957)

Ohio: Meetings and Records

TITLE 1 STATE GOVERNMENT
CHAPTER 121: STATE DEPARTMENTS

Section 121.22. - Meetings of governmental bodies to be public. All meetings of any board or commission of any state agency or authority of any county, township, municipal corporation, school district or other political subdivision are declared to be public meetings open to the public at all times. No resolution, rule, regulation or formal action of any kind shall be adopted at any executive session of any such board, commission, agency or authority.

The minutes of a regular or special session or meeting of any such board, commission, agency or authority shall be promptly recorded and such records shall be open to public inspection.

The provisions of this act do not apply to the pardon and parole commission when its hearings are conducted at a penal institution for the sole purpose of interviewing inmates to determine parole or pardon (1953 as amended 1955 and 1961)

Oklahoma: Meetings

TITLE 51: OFFICERS
CHAPTER 1: GENERAL PROVISIONS

Section 24. - It is hereby made the duty of every public official of the State of Oklahoma, and its subdivisions, who are required by law to keep public records pertaining to their said offices, to keep the same open for public inspection for proper purposes, at proper times and in proper manner, to the citizens and taxpayers of this

State, and its sub-divisions, during all business hours of the day; provided, however, the provisions of this act shall not apply to Income Tax Returns filed with the Oklahoma Tax Commission, or other records required by law to be kept secret. (1943)

Oregon: Records

POLITICAL CODE
TITLE 19: MISCELLANEOUS MATTERS RELATED TO GOVERNMENT AND PUBLIC AFFAIRS
CHAPTER 192: PUBLIC RECORDS

Section 192.030. - Right to inspect public records. The custodian of any public records of the state or a political subdivision, unless otherwise expressly provided by statute, shall furnish proper and reasonable opportunities for inspection and examination of the records in his office and reasonable facilities for making memoranda or abstracts therefrom, during the usual business hours, to all persons having occasion to make examination of them. The custodian of the records may make reasonable rules and regulations necessary for the protection of the records and to prevent interference with the regular discharge of his duties. (1909 as amended 1961)

Pennsylvania: Records

TITLE 65: PUBLIC OFFICERS
CHAPTER 3: OFFICIAL DOCUMENTS, RECORDS AND SEALS

Section 66.2. - Examination and inspection. Every public record of any agency shall at reasonable times, be open for examination and inspection by any citizen of the Commonwealth of Pennsylvania.

RHODE ISLAND: None

South Carolina: Records

(PROVIDES ONLY FOR RECORDS IN THE CUSTODY OF THE STATE ARCHIVES COMMISSION)
TITLE 9: BOARDS AND COMMISSIONS
CHAPTER 1.1: ARCHIVES

Section 9-29. - Availability and protection of records; copies. The Commission shall cause all records committed to its custody for permanent preservation to be arranged and made available to the public, either in original form or copies, at reasonable times in the building assigned to it for the purpose. All restrictions on the use of confidential records imposed by law shall continue to apply. (1954)

South Dakota: Records

TITLE 48: OFFICES AND OFFICERS
TITLE 48.07: RECORDS AND REPORTS

Section 48.0701. - Records open to inspection. In every case where the keeping of a record or the preservation of a document or other instrument is required of an officer or public servant under the laws of this state, such record, document, or other instrument shall be kept available and open to inspection by any person during the business hours of the office or place where the same is kept.

Tennessee: Records

TITLE 15: PUBLIC RECORDS
CHAPTER 3: MISCELLANEOUS PROVISIONS

Section 15-304. - Records open to public inspection. All state, county and municipal records shall at all times, during business hours, be open for personal inspection by any citizen of Tennessee, and those in charge of such records shall not refuse such right of inspection to any such citizen, unless otherwise provided by law or regulations made pursuant thereto.

Texas: Records

TITLE 89: LIBRARY AND HISTORICAL COMMISSION
ARTICLE 5441a: RECORDS ADMINISTRATION DIVISION

Section 00.2. - For purposes of this article: "Public records" shall mean originals or copies of written or printed books, newspapers, magazines, documents, correspondence, papers, maps, drawings, charts, indexes, plans, memoranda, sound recordings, motion-picture or other photographic records, which are the property of any state department or institution.

"Department or institution shall mean any state department, institution, board or commission, whether executive, educational, judicial or eleemosynary in character. (1947)

Utah: Records

TITLE 78: JUDICIAL CODE AND RULES OF CIVIL PROCEDURE
CHAPTER 26: PUBLIC AND PRIVATE WRITINGS

Section 78-26-2. - Right to inspect and copy. Every citizen has a right to inspect and take a copy of any public writing of this state except as otherwise expressly provided by statute.

Vermont: Meetings

TITLE 1: GENERAL PROVISIONS
CHAPTER 5: COMMON LAW; GENERAL RIGHTS
SUBCHAPTER 2: PUBLIC INFORMATION

Section 311. - Declaration of public policy. In enacting this subchapter, the legislature finds and declares that public commissions, boards and councils and other public agencies in this state exist to aid in the conduct of the people's business and are accountable to them pursuant to Article VI of the Vermont constitution.

Virginia: Meetings and Records

CHAPTER 479, ACTS OF 1968: An Act to require that meetings and official records of agencies, boards, commissions, etc., of the State and local governments, and certain public organizations, be open to the public; to provide for exceptions; to prescribe remedies; and to repeal acts in conflict.

Section 1.1. - This act may be cited as "The Virginia Freedom of Information Act."

Washington: Records

TITLE 40: PUBLIC DOCUMENTS, RECORDS AND PUBLICATIONS
CHAPTER 40.04: PUBLIC DOCUMENTS

Section 40.04.010. - Definition. The term "public documents" as used in this chapter shall include the publications and reports of all state officers, or of any commission or commissions, board or boards, council, committee or institution, or of any person or persons authorized or required by law to publish or render reports. (1941)

West Virginia: None

Wisconsin: Records

TITLE 8: FUNCTIONS AND GOVERNMENT OF MUNCIPALITIES
CHAPTER 59: COUNTIES

Section 59.71. - Records where kept; public examination; rebinding; transcribing. (1) The books, records, papers and accounts of the county board shall be deposited with the respective county clerks and shall be open without any charge to the examination of all persons. (1849)

Wyoming: Records

TITLE 9: ADMINISTRATION OF THE GOVERNMENT
CHAPTER 3: AGENCIES, BOARDS, COMMISSIONS AND DEPARTMENTS GENERALLY
ARTICLE 5: STATE LIBRARY AND ARCHIVES
DIVISION 5: PUBLIC RECORDS

Section 9-212-1. Definitions....(c) Public records. The term "public records" when not otherwise specified shall include any paper, correspondence, form, book, photograph, photostat, film, microfilm, sound recording, map, drawing or other document, regardless of physical form, or characteristics, and including all copies thereof, that have been made by the State of Wyoming and any counties, municipalities, and political subdivisions thereof and by any agencies of the State of Wyoming, Counties, municipalities, and political subdivisions thereof, or received by them in connection with the transaction of public business. (1959)

STATE BY STATE ANALYSIS OF INFORMATION LAWS

The aim of most statutes dealing with public access to government information is to expand the common law right which every citizen enjoys, regardless of any specific statutory provision, to inspect and copy public records.

The common law recognized a legal right of access to public records independent of, and prior to, any specific statutory authorization. Furthermore, the courts would enforce the citizen's right of access against any public official who denied that right unlawfully. However, under the common law, the person seeking access to records must establish an "interest" and "a legitimate purpose"

> ...the person asking inspection must have an interest in the record or paper of which inspection is sought and the inspection must be for a legitimate purpose, but interest as a citizen and taxpayer is sufficient in some instances.[1]

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[1] 45 Am. Jur., Records and Recording Laws, § 17

Most statutes have gone far beyond the limited common law right, for, as we have already noted, this was their express purpose. Expansion of the common law right has been in many directions:

> In most if not all statutes, removing the status and purpose requirements referred to above
>
> Broadening the types of information which must be made available, either by all encompassing definitions or by limiting the exemptions usually accorded privileged classes of information such as trade secrets, confidential communications, etc.
>
> Simplifying and publicizing the procedures for making data available
>
> Imposing penalties on officials who withhold information.
>
> Providing expeditious, streamlined court proceedings for obtaining the information.

In the state by state analyses which follow, we have tried to indicate as to each state, in a bold face headnote, the general scope of citizen's right to inspect and copy public records, as well as the areas in which that right has been expanded by statutory enactment.

This headnote is followed by the supporting statutory references together with citations to court decisions, opinions

of attorneys general, and law review articles. It is important to remember that the entire body of law governing one's right to inspect is not contained solely within a particular state's statutory code.[2] It is also contained in the traditional legal references just mentioned.

State statutes are available at most public libraries in that state, and the relevant access statute can be quickly located through the statutory references given. Court decisions and other legal references can be found in law libraries.

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[2]State Access Statutes: A Comparison, Freedom of Information Center, June, 1970, p. 1.

[Name of State]	Every citizen has a statutory [common law*] right to inspect and copy public records. The type of information which must be furnished is defined by statute. Exemptions are also specified. Procedures for obtaining information are set forth in the statute or by agency rules. A public official who refuses information is subject to statutory penalties. The right to access will be enforced by the courts [under general legal principles*] through proceedings specifically authorized by statute.

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* See introduction to state by state analysis

Alabama: Records

TITLE 41: OFFICES AND OFFICERS
CHAPTER 3: PROPERTY, RECORDS, ETC.
ARTICLE 2: RIGHT TO INSPECT AND COPY RECORDS

Section 147. - Public officers bound to give copies. Every public officer having the custody of a public writing, which a citizen has a right to inspect, is bound to give him, on demand, a certified copy of it, on payment of the legal fees therefor, and such copy is admissible as evidence in like cases and with like effect as the original writing. (1923)

Section 289. - Public records defined. Public records comprise all written, typed, or printed books, papers, letters, documents and maps made or received in pursuance of law by the public officers of the state, counties, municipalities, and other subdivisions of government in the transactions of public business, and include also any record authorized to be made by any law, or any paper, pleading, exhibit, or other writing, filed with, in or by any such court, office or officer. (1945)

Alaska: Records

TITLE 58: EVIDENCE
CHAPTER 1: WRITINGS
ARTICLES 1: PUBLIC WRITINGS

Section 1. - What constitutes public record. Except where otherwise specified or declared, the books, records, papers, files, accounts, writings and transactions of every officer, board or institution in this State are public records and subject to such reasonable rules as the officer in charge may prescribe, and shall be open to inspection by the public during all the time the respective offices shall be open for business. Any information in the possession of the Tax Commissioner which discloses the particulars of the business or affairs of a taxpayer or other person, is not a matter of public record.

Arizona: Records

TITLE 39: PUBLIC RECORDS, PRINTING AND NOTICES
CHAPTER 1: PUBLIC RECORDS
ARTICLE 2: SEARCHES AND NOTICES

Section 39-121. - Inspection of public records. Public records and other matters in the office of any officer at all times during office hours shall be open to inspection by any person. (1901)

Arkansas: Meetings and Records

ACT NO. 93 OF 1967: An Act requiring all records of the governing bodies of municipalities, counties, townships and school districts and all other boards, bureaus, commissions or organizations, supported wholly or in part by public funds, or expending public funds, shall be public and open to personal inspection by any citizen of the state of Arkansas.

Section 1. - This Act shall be known and cited as the "Freedom of Information Act" of 1967.

Section 4. - Examination and copying of public records. All state, county, township, municipal and school district records which by law are required to be kept and maintained shall be open to inspection and copying by any citizen of the State of Arkansas during the regular business hours of the custodian of the records.

California: Records

CIVIL PROCEDURE CODE
PART 4: OF EVIDENCE
TITLE 2: OF THE KINDS AND DEGREES OF EVIDENCE
CHAPTER 3: WRITINGS
ARTICLE 2: PUBLIC WRITINGS

Section 1888. - Public writings defined. Public writings are: (1) The written acts or records of the acts of the sovereign authority, of official bodies and tribunals, and of public officers, legislative, judicial, and executive, whether of this State, of the United States, or a sister State, or of a foreign country. (2) Public records, kept in this state, of private writings. (1872)

Section 1894. - Public writings are divided into four classes: (1) Laws; (2) Judicial records; (3) Other official documents; (4) Public records, kept in this state, of private writings.

Colorado: School Board Meetings

CHAPTER 123: SCHOOLS I - PUBLIC SCHOOL SYSTEM
ARTICLES 10: ADMINISTRATION OF DISTRICTS

Section 20. - By-laws; meetings; vacancies; first-class districts... (2) Every school board shall make a by-law stating where the board meeting shall be held. Thereafter, all board meetings shall be held at the regular meeting place and all meetings and business transacted by the school board shall be open to the public and all interested parties shall have the right to be present; provided, upon the vote of a majority of the board members present, the board may go into executive session at which time such persons as the board may invite may be present during the executive session. No voting shall be done in executive session. (1957)

Connecticut: Records

TITLE 1: PROVISIONS OF GENERAL APPLICATION
CHAPTER 3: PUBLIC RECORDS AND MEETINGS

Section 1-19. - Access to public records. Except as otherwise provided by any federal or state statute or regulation, all records made, maintained or kept on file by any executive, administrative or judicial body, agency, commission or official of the state, or any political subdivision thereof, whether or not such records are required by any law or by any rule or regulation, shall be public records and every resident of the state shall have the right to inspect or copy such records at such reasonable time as may be determined by the custodian thereof.

Delaware: Records

TITLE 29: STATE GOVERNMENT
PART IV: STATE AGENCIES AND OFFICES NOT CREATED BY CONSTITUTION
CHAPTER 33: PUBLIC ARCHIVES COMMISSION
PART II: PUBLIC RECORDS

Section 3327. - Definition of public records... (d) As used in this section and other statutes appertaining thereto, the words "public records" mean any written or printed book, document, or paper, map or plan, which is the property of any court, department, board, commission or agency of this State of of any county or incorporated municipality therein, and in or on which any entry has been made or is required to be made by law, which any officer or employee of this State or of a county or an incorporated municipality has received or is required to receive for recording or filing. (1937)

Florida: Meetings and Records

CHAPTER 119: PUBLIC RECORDS
TITLE 10: OFFICERS, OFFICES AND PUBLIC RECORDS

Section 1. - Public records open to examination by citizens. All state, county and municipal records shall at all times be open for a personal inspection of any citizen of Florida, and those in charge of such records shall not refuse this privilege to any citizen. (1909)

Georgia: Records

TITLE 40: EXECUTIVE DEPARTMENT
PART XV: MISCELLANEOUS
CHAPTER 27: INSPECTION OF PUBLIC RECORDS

Section 1. - All State, county and municipal records, except those, which by order of a court of this State or by law, are

prohibited from being open to inspection by the general public, shall be open for a personal inspection of any citizen of Georgia at a reasonable time and place, and those in charge of such records shall not refuse this privilege to any citizen.

Section 2. - In all cases where a member of the public interested has a right to inspect or take extracts or make copies from any public records, instruments or documents, any such person shall hereafter have the right of access to said records, documents or instruments for the purpose of making photographs of the same while in the possession, custody and control of the lawful custodian thereof, or his authorized deputy. Such work shall be done under the supervision of the lawful custodian of the said records, who shall have the right to adopt and enforce reasonable rules governing the said work.

Hawaii: Meetings and Records

TITLE 1: GENERAL LAWS
CHAPTER 7A: PUBLIC AGENCY MEETINGS AND RECORDS

Section 7A-4. - Public records. All public records shall be available for inspection by any person during established office hours unless public inspection of such records is in violation of any other state or federal law, provided that, except where such records are open under any rule of court, the attorney general and the responsible attorneys of the various counties may determine which records in their offices may be withheld from public inspection when such records pertain to the preparation of the prosecution or defense of any action or proceeding, prior to its commencement, to which the State or county is or may be a party, or when such records do not relate to a matter in violation of law and are deemed necessary for the protection of the character or reputation of any person.

Certified copies of extracts from public records shall be given by the officer having the same in custody to any person demanding the same and paying or tendering 20 cents a folio of one hundred words for such copies or extracts.

Idaho: Records

TITLE 59: PUBLIC OFFICERS IN GENERAL
CHAPTER 10: MISCELLANEOUS PROVISIONS

Section 59-1009. - Official records open to inspection. The public records and other matters in the office of any officer are, at all times during office hours, open to the inspection of any citizen of this state.

Illinois: Records

CHAPTER 116: RECORDS

Section 43.4. - Title. This Act shall be known as "The State Records Act."

Section 43.6. - Public policy as to records; exception. All records of the expenditure or receipt of public funds, including but not limited to, warrants, vouchers, invoices, purchase orders, requisitions, payrolls, records of receipts and similar documents made, created, or filed by or on file with any public officer of the State or any agency of the State are public records and shall be open to public inspection, except as otherwise provided pursuant to law, at all reasonable times.

Section 43.7. - Right of access by public; reproduction; fees. Any person shall have the right of access to any public records of the expenditure or receipt of public funds as defined in Section 43.6 for the purpose of obtaining copies of the same or of making photographs of the same while in the possession, custody and control of the lawful custodian thereof, or his authorized deputy.

Indiana: Meetings and Records

TITLE 57: RECORDS AND PUBLIC PROCEEDINGS
CHAPTER 6: INSPECTION AND PUBLICITY OF RECORDS AND PROCEDDINGS

Section 57-601. - Construction of act. It is hereby declared to be the public policy of the State of Indiana that all of the citizens of this state are, unless otherwise expressly provided by law, at all times entitled to full and complete information regarding the affairs of government and the official acts of those whom the people select to represent them as public officials and employees.

Section 57-603. - Right of inspection of public records. Except as may now or hereafter be otherwise specifically provided by law, every citizen of this state shall, during the regular business hours of all administrative bodies or agencies of the state, or any political subdivision thereof, have the right to inspect the public records of such administrative bodies or agencies, and to make memoranda abstracts from the records so inspected.

Iowa: Records

(Senate File 537): An Act to protect the right of citizens to examine public records and make copies thereof.

Section 2. - Every citizen of Iowa shall have the right to examine all public records and to copy such records, and the news media may publish such records, unless some other provision of the Code expressly limits such right or requires such records to be kept secret or confidential. The right to copy records shall include the right to make photographs or photographic copies while the records are in the possession of the lawful custodian of the records. All rights under this section are in addition to the right to obtain certified copies of records under section six hundred twenty-two point forty-six (622.46) of the Code.

Kansas: Records

CHAPTER 45: LAWS, JOURNALS AND PUBLIC INFORMATION
ARTICLE 2: RECORDS OPEN TO PUBLIC

Section 45-201. - Official public records open to inspection; exceptions. All official public records of the state, counties, muncipalities, townships, school districts, commissions, agencies and legislative bodies, which records by law are required to be kept and maintained, except those of the juvenile court which shall be open unless specifically closed by the judge or by law, adoption records, records of the birth of illegitimate children, and records specifically closed by law or by directive authorized by law, shall at all times be open for a personal inspection by any citizen, and those in charge of such records shall not refuse this privilege to any citizen.

Kentucky: Records

CHAPTER 171: STATE LEBRARIES;...STATE ARCHIVES AND RECORDS

Section 171.590. - Public nature of records in commission's. The commission shall be responsible for the custody, use, and withdrawal of records transferred to it. All papers, books and other records of any matters so transferred are public records and shall be open to inspection by any interested person subject to reasonable rules as to time and place of inspection established by the commission; provided that whenever any records, the use of which is subject to statutory limitations and restrictions.

Louisiana: Records

TITLE 44: PUBLIC RECORDS AND RECORDERS
CHAPTER 1: PUBLIC RECORDS
PART II: GENERAL PROVISIONS

Section 31. - Right to examine records. The right to examine, copy, photograph and take memoranda of any and all public records, except as otherwise provided in this Chapter, may be exercised by:

(1) Any elector of the state

(2) Any taxpayer who has paid any tax collected by or under the authority of the state if payment was made within one year from the date the taxpayer applies to exercise the right.

(3) Any duly authorized agent of paragraphs (1) and (2) above.

Section 32. - Duty to permit examination. The persons in custody or control of a public record shall make no inquiry of any person authorized by this Chapter who applies for a public record, beyond the purpose of establishing his authority; and shall not review nor examine or scrutinize any copy, photograph or memoranda in the possession of any authorized person; and shall give, grant and extend to

the authorized persons all reasonable comfort and facility for the full exercise of the right granted by this Chapter.

Maine: Meetings and Records

CHAPTER 1: SOVEREIGNTY AND JURIDICTION

Section 40. - Minutes and records available for public inspection. Every citizen of this State shall, during the regular business or meeting hours of all such bodies (public agencies and commissions) or agencies, and on the regular business premises of all such bodies or agencies, have the right to inspect all public records, including any minutes of meetings of such bodies or agencies as are required by law, and to make memoranda abstracts or photographic or photostatic copies of the records or minutes so inspected, except as otherwise specifically provided by statute.

Maryland: Meetings

ARTICLE 41: GOVERNOR - EXECUTIVE AND ADMINISTRATIVE DEPARTMENTS; GENERAL PROVISIONS

Section 14. - Meetings of boards, etc., to be public. All meetings, regular and special, of the boards or commissions in control of any department, bureau or other agency of the Executive Department in the government of Maryland shall be public meetings and open to the public at all times. Nothing contained herein shall be construed to prevent any such board or commission from holding an executive session from which the public is excluded but no ordinance, resolution, rule or regulation shall be finally adopted at such an executive session. (1954)

Massachusetts: Records

TITLE 10: PUBLIC RECORDS
CHAPTER 66: PUBLIC RECORDS

Section 10. - Public inspection of records; fees for copies. Every person having custody of any public records shall, at reasonable times, permit them to be inspected and examined by any person, under his supervision, and shall furnish copies thereof on payment of a reasonable fee. In towns such inspection and furnishing of copies may be regulated by ordinance or by-law, and the fees therefor shall be as provided by clause (65) of section thirty-four of chapter two hundred and sixty-two. (1851 as amended 1857, 1897, and 1948)

Michigan: Records

ARTICLE 5: LEGISLATIVE DEPARTMENT

Section 28.760. - Inspection and use of public records; copies; removal orders. Any officer having the custody of any county, city or township records in this state who shall when requested fail or neglect to furnish proper and reasonable facilities for the inspection and examination of the records and files in his office and for making memoranda of transcripts therefrom during the usual business hours, which shall not be less than four hours per day, to any person having occasion to make examination of them for any lawful purpose shall be guilty of a misdemeanor, punishable by imprisonment in the county jail not more than one (1) year, or by a fine of not more than five hundred (500) dollars: Provided, that the custodian of said records and files may make such reasonable rules and regulations with reference to the inspection and examination of them as shall be necessary for the protection of said records and files, and to prevent interference with the regular discharge of the duties of such officer: Provided further, that such officer shall prohibit the use of pen and ink in making copies of notes of records and files in his office: Provided further, that no books, records and files shall be removed from the office of the custodian thereof for any purposes whatever, except by the order of the judge of any court of competent jurisdiction, or in response to a subpoena duces tecum issued therefrom. (1899)

Minnesota: Meetings

PART I: PUBLIC RIGHTS
CHAPTER 15: DEPARTMENTS OF STATE IN GENERAL

Section 15.17.4. - Records accessible to public. Every custodian of public records shall keep them in such arrangement and condition as to make them easily accessible for convenient use. Photographic, photostatic, microphotographic, or microfilmed records shall be considered as accessible for convenient use regardless of the size of such records, provided that a suitable means for public inspection of the records is provided by the agency maintaining the records. Except as otherwise expressly provided by law, he shall permit all public records in his custody to be inspected, examined, abstracted, or copied at reasonable times and under his supervision and regulation by any person; and he shall, upon the demand of any person, furnish certified copies thereof on payment in advance of fees not to exceed the fees prescribed by law. (1941 as amended 1957)

Mississippi: Records

TITLE 7: PROPERTY
CHAPTER 2: LAND AND CONVEYANCES

Section 878. - How instrument recorded and book indexed; records public; copies. (1) It shall be the duty of the clerk of the chancery

court to whom any written instrument is delivered to be recorded, and which is properly recordable in his county, to record the same without delay in a well-bound book of good paper, to be provided by him for that purpose, together with the acknowledgments of proofs and the certificates thereof, and also the plats of surveys, schedules, and other papers thereto annexed, by entering them word for word in a fair handwriting, or typewriting, or by filling up printed forms, or by recording by photostat machine or other equally permanent photographic process, and entering at the margin or foot of the page the hour and minute, the day of the month, and the year when the instrument was delivered to him for record, and when recorded. He shall also carefully preserve all instruments of writing which are properly acknowledged and delivered to him to be recorded, and after recording, deliver them to the party entitled thereto on demand. He shall also put a complete alphabetical index, both direct and reverse to each book; and every person shall have access, at proper times, to such books, and be entitled to transcripts from the same on paying the lawful fees. He shall record the deeds and other instruments in the order of time in which they are filed for record as far as practicable.

Missouri: Records

TITLE 8: PUBLIC OFFICERS, BONDS AND RECORDS
CHAPTER 109: PUBLIC RECORDS

Section 109.180. - Except as otherwise provided by law, all state, county and municipal records shall at all reasonable times be open for a personal inspection by any citizen of Missouri, and those in charge of the records shall not refuse the privilege to any citizen.

Montana: Records

TITLE 93: CIVIL PROCEDURE
CHAPTER 1001: EVIDENCE - PUBLIC WRITINGS

Section 93-1001-4. - Every citizen entitled to inspect and copy public writings. Every citizen has a right to inspect and take a copy of any public writings of this state, except as otherwise expressly provided by statute.

Nebraska: Records

CHAPTER 25: COURTS, DISTRICT; CIVIL PROCEDURE
ARTICLE 12: EVIDENCE - (e) DOCUMENTARY EVIDENCE

Section 25-1280. - Official records; certified copies; duty of custodian to furnish. Every state, county, or political subdivision officer having the custody of a public record or writing is bound to give any person on demand a certified copy thereof on payment of the legal fees therefor....that the citizens of this state shall have full rights to know of, and have full access to information on the public finances of the government and the public bodies and entities created

to serve them. (1961)

Nebraska: Meetings

(Legislative Bill 726)

Section 3. - Except as otherwise expressly provided by statute, all persons interested in attending public meetings are hereby fully empowered and authorized to do so, and all such parties shall be allowed to make memoranda or abstracts and fully report or boardcast what transpires thereat, or may do so from the minutes thereof, so that the public of this state shall have full rights to know about, and have full access to, the public bodies and entities created to serve them.

Nevada: Records

TITLE 19
CHAPTER 239: PUBLIC RECORDS

Section 239.010. - State and county records open to inspection. All books and records of the state and county officers of this state shall be open at all times during office hours to inspection by any person, and the same may be fully copied or an abstract or memorandum prepared therefrom, and any copies, abstracts or memoranda taken therefrom may be utilized to supply the general public with copies, abstracts or memoranda of the records or in any other way in which the same may be used to the advantage of the owner thereof or of the general public. (1911)

New Hampshire: Meetings and Records

RSA: CHAPTER 91-A: ACCESS TO PUBLIC RECORDS AND PROCEEDINGS

Section 91-A:4. - Minutes and records available for public inspection. Every citizen during the regular or business hours of all such bodies or agencies, and on the regular business premises of such bodies or agencies, has the right to inspect all public records, including minutes of meetings of the bodies or agencies, and to make memoranda abstracts, photographic or photostatic copies, of the records or minutes so inspected except as otherwise provided by statute or section 5 of this chapter.

New Jersey: Records

TITLE: PUBLIC RECORDS
CHAPTER 3: DESTRUCTION AND UNLAWFUL PROTECTION OF PUBLIC RECORDS

Section 47:3-16. - "Public records".....defined. As used in this

act, except where the context indicates otherwise, the words "public records" mean any paper, written or printed book, document, or drawing, map or plan, photograph, microfilm, sound recording or similar device, or any copy thereof which has been made or is required by law to be received for filing, indexing, or reproducing by any officer, commission, agency or authority of the state or of any political subdivision thereof, including subordinate boards thereof, or that has been received by any such officer, commission, agency or authority of the state or of any political subdivision thereof, including subordinate boards thereof in connection with the transaction of public business and has been retained by such recipient or its successor as evidence of its activities or because of the information contained therein. (1953)

New Mexico: Records

CHAPTER 71: RECORDS AND RECORDING
ARTICLE 5: INSPECTION OF PUBLIC RECORDS

Section 71-5-1. - Right to inspect public records; exceptions. Every citizen of this state has a right to inspect any public records of this state except records pertaining to physical or mental examinations and medical treatment of persons confined to any institutions and except as otherwise provided by law.

New York: Meetings and Records

EDUCATION LAW
TITLE 1: GENERAL PROVISIONS
ARTICLE 3: DIVISIONS OF HISTORY AND PUBLIC RECORDS

Section 144. - Definition of public records. In construing the provisions of this chapter and other statutes, the words "public records" shall, unless a contrary intention clearly appears, mean any written or printed book or paper, or map, which is the property of the state, or of any county, city, town or village or part thereof, and in or on which any entry has been made or is required to be made by law, or which any officer or employee of the state or of a county, city, town or village has received or is required to receive for filing.

All public records inscribed by public officials, other than maps, shall be entered or recorded in durable ink on linen paper durably made and well finished. (1910)

North Carolina: Records

DIVISION XVI: STATE GOVERNMENT AND AGENCIES
CHAPTER 132: PUBLIC RECORDS

Section 132-6. - Inspection and examination of records. Every

person having custody of public records shall permit them to be inspected and examined at reasonable times and under his supervision by any person, and he shall furnish certified copies thereof on payment of fees as prescribed by law. (1934)

North Dakota: Records

TITLE 44: OFFICES AND OFFICERS
CHAPTER 04: DUTIES OF OFFICERS

Section 44-04-18. - Access to public records. Except as otherwise specifically provided by law, all records of public or governmental bodies, boards, bureaus, commissions or agencies of the state or any political subdivision of the state, or organizations or agencies supported in whole or in part by public funds, or expending public funds shall be public records, open and accessible for inspection during reasonable office hours. (1957)

Ohio: Meetings and Records

TITLE 1 STATE GOVERNMENT
CHAPTER 121: STATE DEPARTMENTS

Section 121.22. - Meetings of governmental bodies to be public. All meetings of any board or commission of any state agency or authority of any county, township, municipal corporation, school district or other political subdivision are declared to be public meetings open to the public at all times. No resolution, rule, regulation or formal action of any kind shall be adopted at any executive session of any such board, commission, agency or authority.

The minutes of a regular or special session or meeting of any such board, commission, agency or authority shall be promptly recorded and such records shall be open to public inspection.

The provisions of this act do not apply to the pardon and parole commission when its hearings are conducted at a penal institution for the sole purpose of interviewing inmates to determine parole or pardon (1953 as amended 1955 and 1961)

Oklahoma: Meetings

TITLE 51: OFFICERS
CHAPTER 1: GENERAL PROVISIONS

Section 24. - It is hereby made the duty of every public official of the State of Oklahoma, and its subdivisions, who are required by law to keep public records pertaining to their said offices, to keep the same open for public inspection for proper purposes, at proper times and in proper manner, to the citizens and taxpayers of this

State, and its sub-divisions, during all business hours of the day; provided, however, the provisions of this act shall not apply to Income Tax Returns filed with the Oklahoma Tax Commission, or other records required by law to be kept secret. (1943)

Oregon: Records

POLITICAL CODE
TITLE 19: MISCELLANEOUS MATTERS RELATED TO GOVERNMENT AND PUBLIC AFFAIRS
CHAPTER 192: PUBLIC RECORDS

Section 192.030. - Right to inspect public records. The custodian of any public records of the state or a political subdivision, unless otherwise expressly provided by statute, shall furnish proper and reasonable opportunities for inspection and examination of the records in his office and reasonable facilities for making memoranda or abstracts therefrom, during the usual business hours, to all persons having occasion to make examination of them. The custodian of the records may make reasonable rules and regulations necessary for the protection of the records and to prevent interference with the regular discharge of his duties.(1909 as amended 1961)

Pennsylvania: Records

TITLE 65: PUBLIC OFFICERS
CHAPTER 3: OFFICIAL DOCUMENTS, RECORDS AND SEALS

Section 66.2. - Examination and inspection. Every public record of any agency shall at reasonable times, be open for examination and inspection by any citizen of the Commonwealth of Pennsylvania.

RHODE ISLAND: None

South Carolina: Records

(PROVIDES ONLY FOR RECORDS IN THE CUSTODY OF THE STATE ARCHIVES COMMISSION)
TITLE 9: BOARDS AND COMMISSIONS
CHAPTER 1.1: ARCHIVES

Section 9-29. - Availability and protection of records; copies. The Commission shall cause all records committed to its custody for permanent preservation to be arranged and made available to the public, either in original form or copies, at reasonable times in the building assigned to it for the purpose. All restrictions on the use of confidential records imposed by law shall continue to apply. (1954)

South Dakota: Records

TITLE 48: OFFICES AND OFFICERS
TITLE 48.07: RECORDS AND REPORTS

Section 48.0701. - Records open to inspection. In every case where the keeping of a record or the preservation of a document or other instrument is required of an officer or public servant under the laws of this state, such record, document, or other instrument shall be kept available and open to inspection by any person during the business hours of the office or place where the same is kept.

Tennessee: Records

TITLE 15: PUBLIC RECORDS
CHAPTER 3: MISCELLANEOUS PROVISIONS

Section 15-304. - Records open to public inspection. All state, county and municipal records shall at all times, during business hours, be open for personal inspection by any citizen of Tennessee, and those in charge of such records shall not refuse such right of inspection to any such citizen, unless otherwise provided by law or regulations made pursuant thereto.

Texas: Records

TITLE 89: LIBRARY AND HISTORICAL COMMISSION
ARTICLE 5441a: RECORDS ADMINISTRATION DIVISION

Section 00.2. - For purposes of this article: "Public records" shall mean originals or copies of written or printed books, newspapers, magazines, documents, correspondence, papers, maps, drawings, charts, indexes, plans, memoranda, sound recordings, motion-picture or other photographic records, which are the property of any state department or institution.

"Department or institution shall mean any state department, institution, board or commission, whether executive, educational, judicial or eleemosynary in character. (1947)

Utah: Records

TITLE 78: JUDICIAL CODE AND RULES OF CIVIL PROCEDURE
CHAPTER 26: PUBLIC AND PRIVATE WRITINGS

Section 78-26-2. - Right to inspect and copy. Every citizen has a right to inspect and take a copy of any public writing of this state except as otherwise expressly provided by statute.

Vermont: Meetings

TITLE 1: GENERAL PROVISIONS
CHAPTER 5: COMMON LAW; GENERAL RIGHTS
SUBCHAPTER 2: PUBLIC INFORMATION

Section 311. - Declaration of public policy. In enacting this subchapter, the legislature finds and declares that public commissions, boards and councils and other public agencies in this state exist to aid in the conduct of the people's business and are accountable to them pursuant to Article VI of the Vermont constitution.

Virginia: Meetings and Records

CHAPTER 479, ACTS OF 1968: An Act to require that meetings and official records of agencies, boards, commissions, etc., of the State and local governments, and certain public organizations, be open to the public; to provide for exceptions; to prescribe remedies; and to repeal acts in conflict.

Section 1.1. - This act may be cited as "The Virginia Freedom of Information Act."

Washington: Records

TITLE 40: PUBLIC DOCUMENTS, RECORDS AND PUBLICATIONS
CHAPTER 40.04: PUBLIC DOCUMENTS

Section 40.04.010. - Definition. The term "public documents" as used in this chapter shall include the publications and reports of all state officers, or of any commission or commissions, board or boards, council, committee or institution, or of any person or persons authorized or required by law to publish or render reports. (1941)

West Virginia: None

Wisconsin: Records

TITLE 8: FUNCTIONS AND GOVERNMENT OF MUNCIPALITIES
CHAPTER 59: COUNTIES

Section 59.71. - Records where kept; public examination; rebinding; transcribing. (1) The books, records, papers and accounts of the county board shall be deposited with the respective county clerks and shall be open without any charge to the examination of all persons. (1849)

Wyoming: Records

TITLE 9: ADMINISTRATION OF THE GOVERNMENT
CHAPTER 3: AGENCIES, BOARDS, COMMISSIONS AND DEPARTMENTS GENERALLY
ARTICLE 5: STATE LIBRARY AND ARCHIVES
DIVISION 5: PUBLIC RECORDS

Section 9-212-1. Definitions....(c) Public records. The term "public records" when not otherwise specified shall include any paper, correspondence, form, book, photograph, photostat, film, microfilm, sound recording, map, drawing or other document, regardless of physical form, or characteristics, and including all copies thereof, that have been made by the State of Wyoming and any counties, municipalities, and political subdivisions thereof and by any agencies of the State of Wyoming, Counties, municipalities, and political subdivisions thereof, or received by them in connection with the transaction of public business. (1959)

AINED INFORMATION

Introduction

~~Publisher's Forward~~

by Julius Hobson, Director
Washington Institute for Quality Education

Introduction and Discussion
of Freedom of Information Laws

by Landon Gerald Dowdey, Lawyer
Dowdey, Levy & Cohen, Washington, D. C.

1. H Get the Information

Practi Directions for Requesting
Information from the Federal Government

~~prepared by The Public Interest Research Group,~~
~~Washington, D. C.~~

Sample Pleadings in Lawsuit to obtain Information
Under Federal Freedom of Information Act

extracts of pleadings prepared by William
Dobrivir, counsel to the plaintiff in
_____ v. _____
United States District Court for the District
of Columbia, Civil Action No. _____

Obtaining U.S. Census Data

~~by Julius Hobson, Director~~
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2. How to Use the Information

Excerpts from opinion of Judge Wright
of the United States Court of Appeals for the
District of Columbia Circuit in Hobson v. Hanson
_ _ F.Supp.____ _( )

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United States District Court for the District
of Columbia, Civil Action No. _____ __

Obtaining U.S. Census Data

by Julius Hobson, Director
Washington Institute for Quality Education

2. How to Use the Information

Excerpts from opinion of Judge Wright
of the United States Court of Appeals for the
District of Columbia Circuit in Hobson v. Hanson
_ _ F.Supp.___ _( )

Excedpts from Judge Wrights Opinion of
____ _____ on enforcement of prior decree

Excerpts from Opinion of Judge Robinson, of the United States Court of Appeals for the District of Columbia Circuit in Payne v. Washington Metropolitan Transit Commission, _ _ _US App DC_ _. , ____F 2d ____ (19).

~~XXXXXXXXXXXXX~~
3. Information Law Source Materials

~~XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX~~
Leading Law Journal Articles on Information Laws

Periodicals

Text of Federal Freedom of Information Act

with Annotations to Opinions, Cases and Law Journal Articles

Text of California Inspection of Public Record Act

(The most ~~recent and~~ recent extensive state enactment)

with Annotations to Opinions, Cases and Law Journal Articles

State by State Analysis of Information Laws

with Annotations to Opinions, Cases and Law Journal Articles

Barbara Bauman

The history of public education in America is a history of deliberate second-rate education for poor children and black children. This policy, which consigns poor and black children to the social and economic junk heap, is accomplished in many ways. Some of these ways are obvious, such as racial segregation; some are harder to spot, such as where the best teachers are assigned, how the tracking system is run, and where and how money is spent on the schools. As is shown in this booklet, the conditions for poor and black children are measurably worse than the conditions for white and middle-class children. And yet, when professional educators are asked why poor and black children do not do well in school, they blame the children! But it is not the children who draw up the budgets, distribute the schoolbooks, and create the places where they are supposed to learn.

Parents and community groups have often tried to combat these injustices, but they soon find that professional educators resent and resist as strongly as they can the interest and involvement of non-educators in the schools. But the schools don't belong to the people who run them, they belong to the people who need them and use them.

This booklet is designed to help the people who need and use the schools gather the facts and information they need to understand exactly what is going on in their schools. Knowledge is power. If groups encounter resistance when they try to gather information about the schools, it is because those who have the information want to keep the power to themselves. Don't believe it if they say they don't have the information. They have it. They have to have it to run the schools, just as we have to have it to change the schools.

The facts we discuss in this publication are yardsticks for measuring whether the resources for education, the efforts put out by the school system, are equal for all. There is more to education than equal resources, but until everybody gets the same start, the other problems of education cannot be dealt with at all.

It was not easy to gather this information. Even though much of it is officially "public," and although we believe all of it should be public, it was necessary for us to go into court to get some of it. If you should run into this sort of difficulty, there are lawyers to help you. Although the situation is different in every city, the local legal services project, bar association, or NAACP should be able to help you find legal assistance.

The evaluation and analysis of the information, or data, outlined on the following pages is presented as an example of what can be done by parents and teachers using simple "grocery store arithmetic." Nothing more complicated than addition, subtraction, multiplication, and division was used in analyzing the information given here. The quality of public education is traced graphically, form the racial compostion of the school board, through the distribution of textbooks, to how much is spent on the schools in [redacted] rich and poor neighborhoods.

The information presented here is part of that gathered for the 1967 school case, Hobson v. Hansen, which was an attack on racial discrimination in the Washington, D.C., schools. The ruling in that case, which was upheld by the U.S. Court of Appeals for the District of Columbia, was based on statistical evidence that measured, among other things, the amount of discrimination based on race or poverty that showed up in the various items discussed in this publication. Of course, for a court case, the information needed was much more complicated, but that court case started with nothing more than a group of parents determined to find out what the schools were doing.

Because the nation's capitol is run by people who do not live there, its schools are probably worse than those in other cities, but but the patterns of discrimination are fairly typical. We believe that the sort of information gathering [redacted] suggested here would be a useful [redacted] place for any parents' or community organization to start their efforts to gain an accounting of the quality of education in their city.

Copy

July 18, 1970

Dear Julius:

It is good to share with you this hope to influence others to accomplish for children elsewhere what is being accomplished in Washington.

You asked that I also write up my oral suggestions of yesterday evening. Here they are...

- Mrs. Morton B. Newman and I both have come up with the feeling that the booklet is rather focused on D. C., and that people may need to be led by the nose to make the jump to elsewhere. Thus I suggest that you make a general list of questions which may be asked of other school systems (drawn from the questions in your sections) and place it at the end as a summary and springboard. The next booklet could amplify them, and provide an actual workbook for people to fill out and, in the process of doing so, become familiar with the concepts.

- As to order, I believe you should get across the idea of harmed kids, then what's harming them (placement, facilities, etc), and then move into the teachers and board. My paragraphs, below, involve a sketchy reordering of yours.

- Get across early the concept by placing a version of graph chart from #11 on the cover, in red white and blue (or black).

- As 1st par in Intro or Body, include reference dedication to the kids who have lost out (the %66 misplaced!) and who will lose out in the future before they can be reached;

- Intro, get across idea of inertia, failure to see and to appreciate the problem (e.g., parallels in D. C. Libraries); let the readers transfer the problem and realize they can help the school system and board to see;

- P2, include at least a footnote re how to pry out the information (e.g., take workbooks to board meeting, ask for 20 minutes, and try to fill out together with the board - the board may well ask the administration to fill it out);

- Get your par 15 "Parting Word" in early; substitute the summary of questions at the end;

- Your pars 13, 14 in early, re harm to intelligent kids;

- As you can see, I keep projecting forward info re the kids; accent page 2 before page 1, since the kids are the first gripper on the reader's attention; we are interested in the administrators and their dynamics only next;

- Get idea of simple grocery store arithmetic in early (with "Parting Word," now at beginning);

- P3, get in early re consumer/child responsible for quality of the product; project forward P4 also;

- P5, could be placed first, or P6; accent the KEY WORD, "THOUGHTLESSNESS," to stimulate the reader to do some thinking for the school system;

  -- books might go first, since manageable concept and hits person's sense of fairness;

  --- insert econ, racial, academic statistics in place of bar graph in re books (the numbers take care of the books);

- Ps8, 9, reference to South could go in your Intro; make clear any relationship these sections;

- P11; use chart on cover, etc., in clear version;

- P12, maybe too much detail in charts - for an Appendix? - with other detail, after you slice for simple point progression and clarity of the main presentation...

- P3, one asks, why the 2 charts?

- P2, keeps you close to D. C. Maybe as a leader to the summary of general questions, you could leave a space and blanks for the reader to fill in info re his board; include economic composition of board, whether represents trades, crafts, etc. (according to Task Force Study, D. C. never had any from working groups);

- End: summarize general questions, lead to eventual workbook.

Of course, Julius, these are just thoughts and I won't feel hurt if you arrive at something else - they are intended to help you look at the material freshly.

(3) Board of Education

QUESTION: What has been the racial composition of the Board of Education?

ANSWER: At the present time, a majority of the 11-member Board are Black. For sixty years Black members were in a minority on the Board. Only recently have Blacks assumed a majority status.

ANALYSIS: In 1906, the United States Congress granted federal judges of the United States District Court of the District of Columbia the authority to appoint members of the District of Columbia school board. These judges then apparently used a racial quota system in the appointment of individual members from 1906 through 1968. The chart shows that from 1906 through 1961, one-third of the Board Members were Black (33%). From 1962 through 1966, the judges decided to increase Black appointees to four or 44%. In 1967, and 1968, five out of nine appointees or 56% were Black.

As the result of a pending suit before the United States Supreme Court filed in 1967 and charging these federal judges with engaging in a political and unconstitutional act by appointing the school board, the United States Congress rushed in to pass Public Law 90-292 in 1968, which amended the Organic Act of 1906 and allowed the election of an eleven member school board. The chart shows that eight or 73% of the eleven members elected in 1969 were black.

While this chart does not so indicate, the point very well made in subsequent charts is that the deteriorating conditions of the D.C. public schools have been presided over by both Black and White majorities.

Racism practiced under the segregated conditions in the schools prior to the Supreme Court decision banning segregation in 1954, undoubtedly created the initial conditions which have contributed to the destruction of poor and Black children. But from 1967 to the present, Black majorities have continued this destruction. In fact, the fight for better education in the schools has been a class struggle on behalf of the vast majority of the children, who come from the low income communities, against middle class Blacks and Whites.

(9)

QUESTION: What are the average expenditures per pupil in elementary schools in a predominantly poor and Black community compared to the expenditures per pupil in elementary schools located in predominantly White and affluent communities in the same school district?

ANSWER: The Black ~~Anacostia~~ elementary schools ~~of the District of Columbia~~ in the Anacostia area of Washington D received much ~~less than a fair~~ smaller share of the resources available ~~to the D. C. public schools in 1963-64.~~ than did the ~~the~~ predominantly White schools west of Rock Creek Park. ~~received twice as much money per pupil as the poor Black schools.~~ In 1968-69 the picture was relatively the same.

ANALYSIS: Chart A shows per capita expenditures per pupil in selected ~~D. C.~~ elementary schools during the school year 1963-64. The chart shows that the highest expenditure per pupil in any Black school ~~in the predominantly Black community~~ equaled only 81% ~~as much as~~ of the lowest expenditure per pupil ~~in the~~ in any white schools, ~~located in the predominantly White community.~~ The ~~differential in expenditures~~ difference in spending per pupil between the ~~lowest school in the predominantly Black community and the highest school in the predominantly White community amounted to $411.~~ worst-supported black school and the best supported white school was $411 per child per year or more than $2 a day!

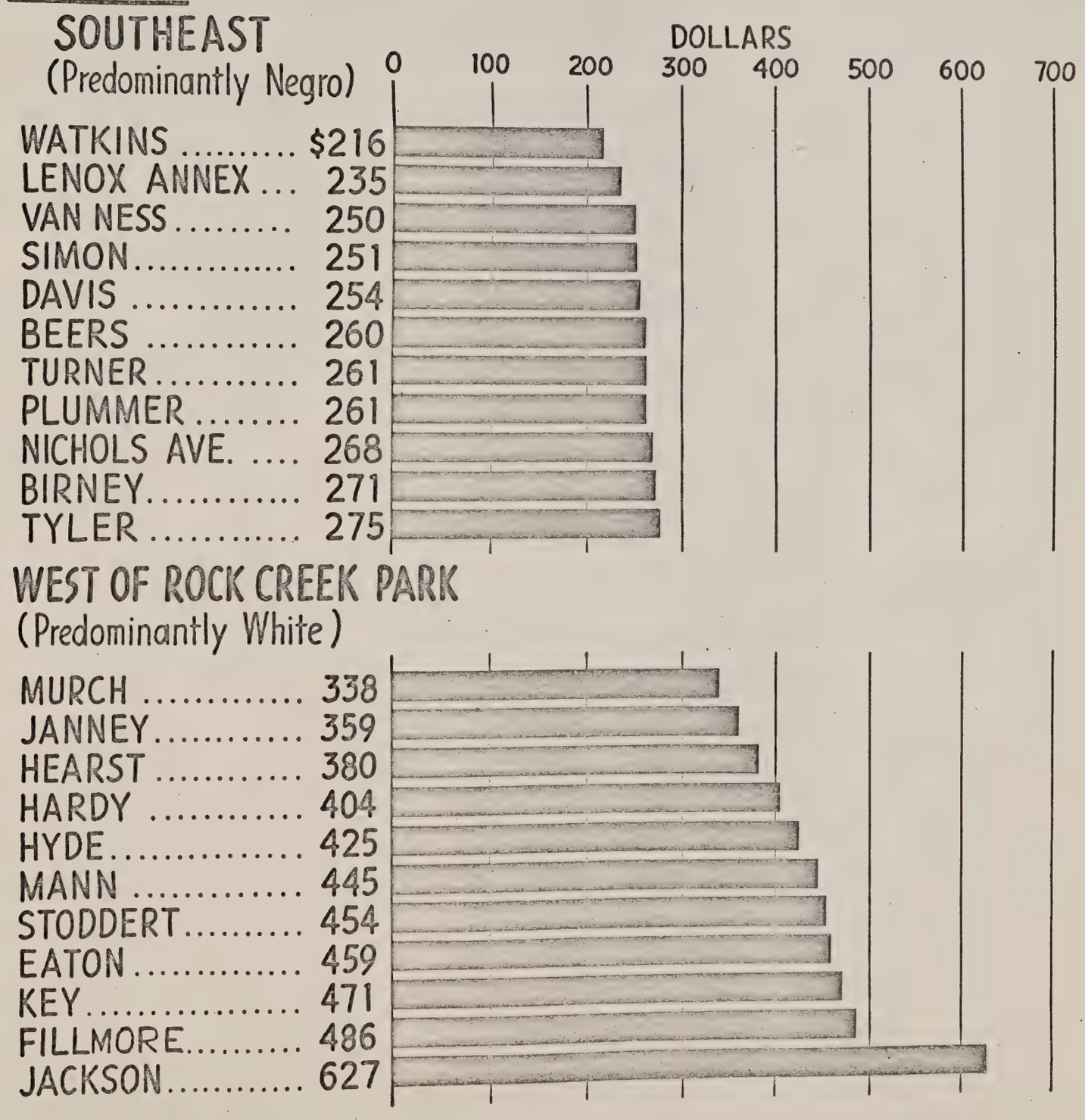
Chart B shows expenditures per pupil in selected ~~D. C.~~ elementary schools in ~~the school year 1968.~~ 1968-69. Even though new data showed there had been a striking increase in expenditure per pupil in selected schools in predominantly Black areas, ten of the eleven schools listed on Chart B in the lowest expenditure group were still located in the ~~District's~~ city's poorest and most neglected area -- Anacostia.

difference in spending

The ~~differential in expenditures~~ per pupil between the school receiving the highest expenditure and the school receiving the lowest expenditure was $506 in 1968-69 an increase of $95 over the spread which prevailed in 1963-64. This is a daily difference per child of $2.81!

~~The differences in per capita expenditures were [illegible] greater than those recorded in the elementary school systems in the States of Alabama, Georgia, Louisiana, or Mississippi in either 1964 or 1968.~~

PER CAPITA EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS 1963-64



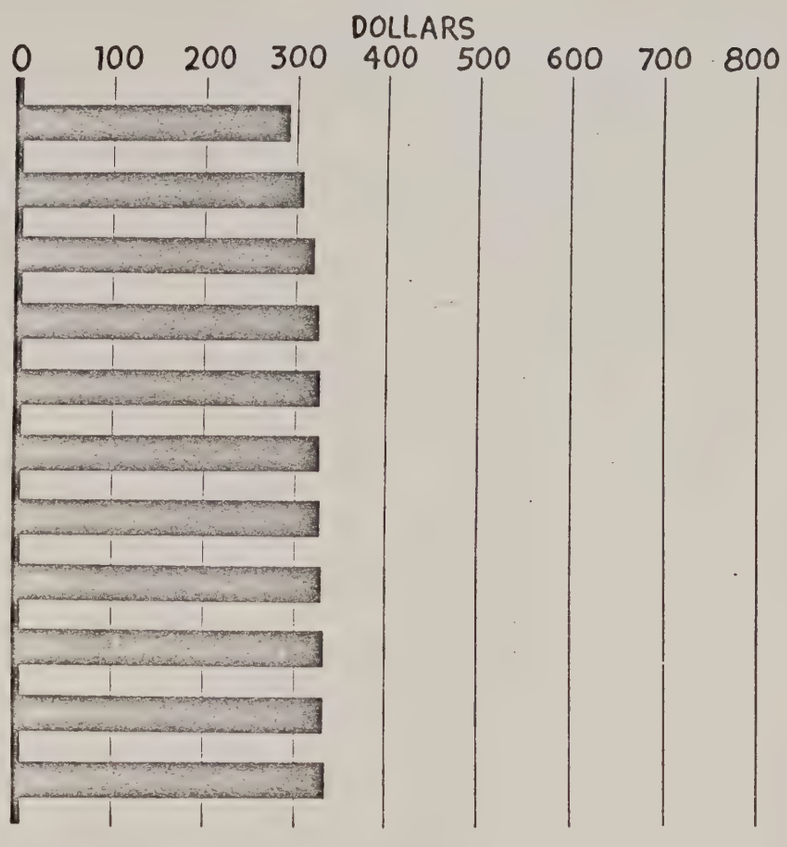
Source: D.C. Board of Education

EXPENDITURES PER PUPIL IN SELECTED D.C. ELEMENTARY SCHOOLS*

Based on 1968 Regular Budget Funds

SCHOOLS

(Lowest Expenditure Group)



McCOGNEY	$292
HENDLEY	308
CONGRESS HGTS. & ANNEX	321
YOUNG	326
KIMBALL	327
GARFIELD	327
ORR	328
NICHOLS AVENUE	330
DRAPER	333
GREEN	333
MOTEN	334

(Highest Expenditure Group)

FILLMORE	510
PIERCE	510
HARDY	521
EATON	522
MANN	527
MORGAN	531
EDMONDS	546
PERRY	589
GRANT	605
PEABODY	677
BUNDY	798

* In 1963-64 the spread between the highest and lowest schools was $411. The above data from 1968 show that the spread has increased to $506.

(3)

QUESTION: Which schools ~~are assigned~~ receive the largest proportion of the more qualified teachers?

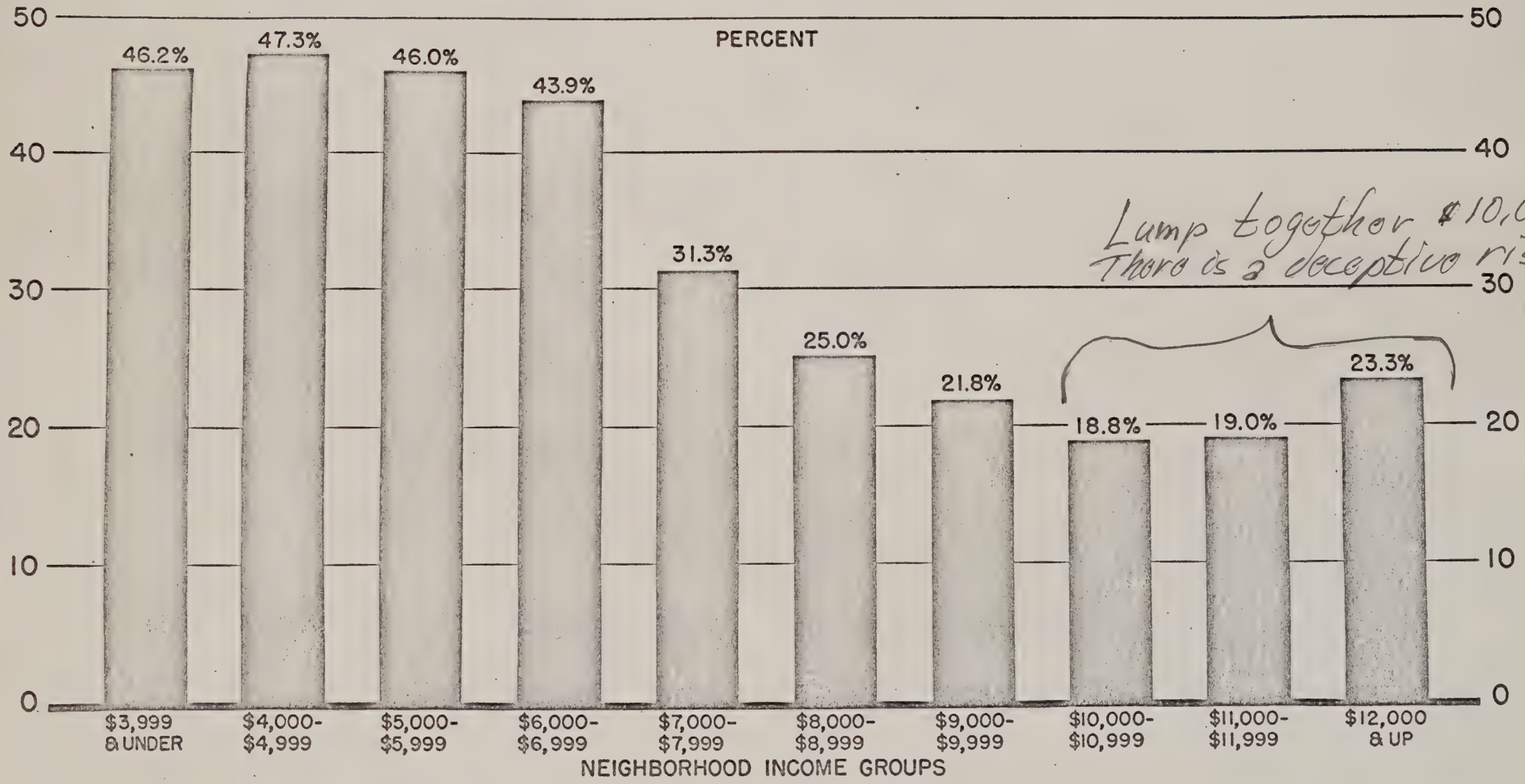
ANSWER: The ~~D.C.~~ Washington school administration ~~traditionally~~ assigns the "more qualified" teachers to schools located in communities with the highest income levels.

ANALYSIS: There are three main categories of teachers in the ~~District of Columbia~~ Washington public schools: permanent, probationary, and temporary. "Permanent" teachers have passed the qualifying examination, have met all the academic requirements, and have served a specified probationary period. "Probationary" teachers have passed the qualifying examination and have also met all of the academic requirements, but are still serving a specified probationary period. "Temporary" teachers, for the most part, have not passed or cannot pass the required examination to become permanent and may not have the required academic qualifications. Other cities use similar systems.

The Chart ~~Chart #~~ shows the percent of "temporary" teachers in the elementary schools by neighborhood income groups. ~~for the school year 1965.~~ The chart indicates that ~~as~~ the ~~economic level of~~ poorer the neighborhood, ~~declined,~~ the more ~~percentage of~~ temporary teachers assigned to the schools ~~in these neighborhoods increased.~~ In the poorest community where the income was under $4000, nearly half ~~$3,000 and under, 46%~~ of the teachers were temporary in 1965; while in the ~~community~~ areas where the income was above $10,000 only about one out of five ~~range was from $10,000 to $11,999, only 10% of the~~ teachers ~~were~~ was temporary. ~~Temporary teachers, as defined by the school administration, are the least qualified and, as the data show, are assigned primarily to the poorest areas.~~

D.C. PUBLIC SCHOOLS

PERCENT OF TEMPORARY TEACHERS IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Lump together $10,000+ There is a deceptive rise here.

Source: House Comm. on Education & Labor

QUESTION: What has been the racial composition of the District of Columbia Board of Education?

ANSWER: At the present time, a majority of the 11-member Board ~~are~~ is Black. For sixty years Black members were in a minority on the Board. Only recently have Blacks assumed a majority status.

ANALYSIS: In 1906, ~~the United States~~ Congress ~~granted federal~~ authorized the city federal District judges ~~of the United States District Court of the District of Columbia the authority~~ to appoint members of the ~~District of Columbia~~ school board. Those judges ~~then~~ apparently used a racial quota system in the appointment of individual members from 1906 through 1968. The chart shows that from 1906 through 1961, ~~one third~~ three out of nine of the board members were Black (33%). From 1962 through 1966, the judges apparently decided to increase Black appointees to four or 44%. In 1967 and 1968, five out of nine appointees or 56% were Black.

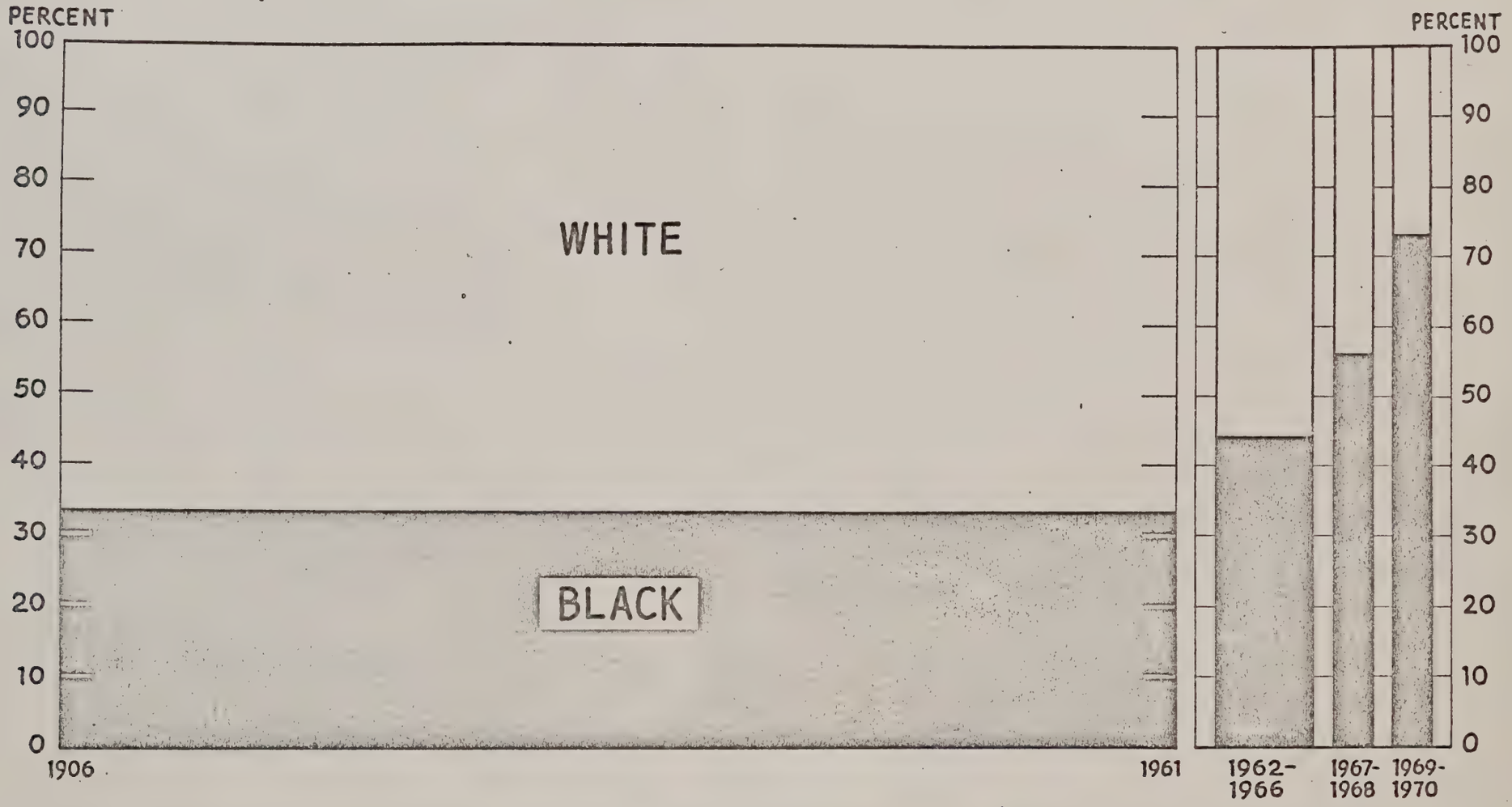
As the result of a pending ~~suit before the United States Supreme Court filed in 1967 and charging these federal judges with engaging in a political and unconstitutional act by appointing the school board,~~ lawsuit against those practices, the United States Congress rushed in to pass ~~Public Law 90-292 in 1968,~~ a new law in 1968 which allowed the election of an eleven-member school board. The chart shows that eight or 73% of the eleven members elected in 1969 were Black.

~~While this chart does not be indicative, the point~~ As will be clear from the charts ~~clearly made in both these charts is that the Congressional~~ that follow, however, having a Black ~~mandating conditions of the D. C. public schools have been~~ majority is not enough. ~~presided over by both Black and White judges.~~

Racism practiced under the segregated conditions in the schools, prior to the Supreme Court decision banning segregation in 1954, undoubtedly created the initial conditions which have contributed to the destruction of poor and black children. But from 1967 on, Black majorities have continued this destruction. ~~In fact, the fight for better education in the schools has been a class struggle on behalf of the vast majority of the children, who come from the low income communities, against middle class Blacks and Whites.~~

D.C. PUBLIC SCHOOLS

PERCENT DISTRIBUTION OF MEMBERS OF THE BOARD OF EDUCATION, BY RACE, 1906-1970



NOTE: 1906 through 1968, the Board of Education consisted of 9 members, all appointed by U.S. District Court Judges.

1969 to present, the Board consists of 11 members, all elected by D.C. residents as result of a law enacted by the U.S. Congress.

SOURCE: D.C. BOARD OF EDUCATION

Regular Budget funds

(11)

QUESTION: In 1964-65, was the race of the children a factor in the allocation of school funds?

ANSWER: According to data published by the D. C. public schools, the race of the children in the elementary schools seemed to have been a primary factor in the distribution of funds. Of course the Black children received less.

ANALYSIS: Chart 1 shows the percent of elementary schools ranked above and below the median per capita cost (expenditure) by race in the school year 1964-65. According to the chart, 84% of the White children attending the elementary schools at that time were located in schools with median per capita (expenditure) ranging from $295 to $649, while only 44% of the Black children were attending schools in the same median ranges.

Only 16% of the White children were attending elementary schools with expenditures in the median range ($192 to $295), while 56% of the Black children were forced to attend such schools.

Regular Budget Funds

In 1964-65, was the race of the children a factor in the allocation of school funds?

According to data published by the D. C. public schools, the race of the children in the elementary schools seemed to have been a primary factor in the distribution of funds. Of course the Black children received less.

Chart I shows the percent of elementary schools ranked above and below the median per capita cost (expenditure) by race in the school year 1964-65. According to the chart, 94% of the White children attending the elementary schools at that time were located in schools with median per capita (unconditional) ranging from $325 to $624, while only 47% of the Black children were attending schools in the same median ranges.

Only 19% of the White children were attending elementary schools with expenditures in the median range ($252 to $326), while 56% of the Black children were forced to attend such schools.

12/15 federal funds

(12)

QUESTION: Special federal funds (ESEA) are available to school districts for assisting the most needy students -- an addition to regular budgeted funds. Have such federal funds been used legally and effectively in District of Columbia elementary schools?

ANSWER: The largest proportion of federal funds were spent in elementary schools with the highest per pupil expenditures from the regular budget.

ANALYSIS: Federal funds are spent on special projects such as remedial reading programs, cultural enrichment programs, individual instruction, breakfast and hot lunch programs, and library development programs. Most of these funds are appropriated under Title I of the Elementary and Secondary Education Act of 1965. Title I funds in the District of Columbia are supposed to be used in a compensatory fashion. That is, they are to be spent on the children in the schools in the poorest neighborhoods.

Dr. James Allen, the former Commissioner of the United States Office of Education, suggested that ESEA funds should be cut off from those school districts which have not equalized expenditures per pupil from regular budget funds.

Chart 1 shows pupils and expenditures in schools above and below the median expenditure per pupil, per school, in the school year 1968. In 1968 there were 94,010 pupils in the elementary schools in the District of Columbia. Sixty five percent of those pupils were assigned to schools which had expenditures below the median expenditure per pupil. The chart shows that these children were in schools which received only 34% of ESEA (federal) funds.

Thirty five percent of the children were located in schools at the other end of the spectrum above the median expenditure per school. This 35% of the children received a major proportion, 66%, of the federal funds appropriated under the Elementary and Secondary Education Act of 1965.

The middle bar on the chart shows a disproportionate expenditure from regular budget funds which indicates that the D. C. public school system has not yet equalized expenditures per pupil from regular budget funds.

Federal funds

(13)

QUESTION: How are federal funds appropriated under the Elementary and Secondary Education Act of 1965 distributed to the District of Columbia elementary schools?

ANSWER: ESEA funds are primarily spent in the elementary schools receiving the larger amount of regular budget funds.

ANALYSIS: Chart 1 shows per capita expenditures per pupil in selected D.C. elementary schools for the year 1968. The chart lists eleven schools in the high expenditure group and eleven schools in the low expenditure group. The expenditures in these schools include ESEA funds. The primary points illustrated here are that funds from the regular budget of the D.C. elementary schools have not been distributed according to the intent and direction of Congress and the Office of Education. The schools in the high expenditure group are receiving more than twice as much ESEA money as are the schools in the low expenditure group. According to the U.S. Office of Education, federal ESEA funds should be ~~spent~~ used primarily as compensatory funds for schools in poorer neighborhoods, but only after regular school budget funds have been distributed equally.

(14) Dropouts

QUESTION: What is the dropout rate among high school students? Why are these students leaving the school system?

ANSWER: Over a five-year period, more 16 year old students dropped out of school than remained to graduate. Most left because of lack of interest and poor attendance.

ANALYSIS: Chart 1 shows the total number of dropouts by cause from 1960-61 and 1964-65. The table indicates that by far, in 1965, the largest number of students dropped out for lack of interest. The second largest number of dropouts in that year were for economic reasons. The same was true for the school year 1960-61.

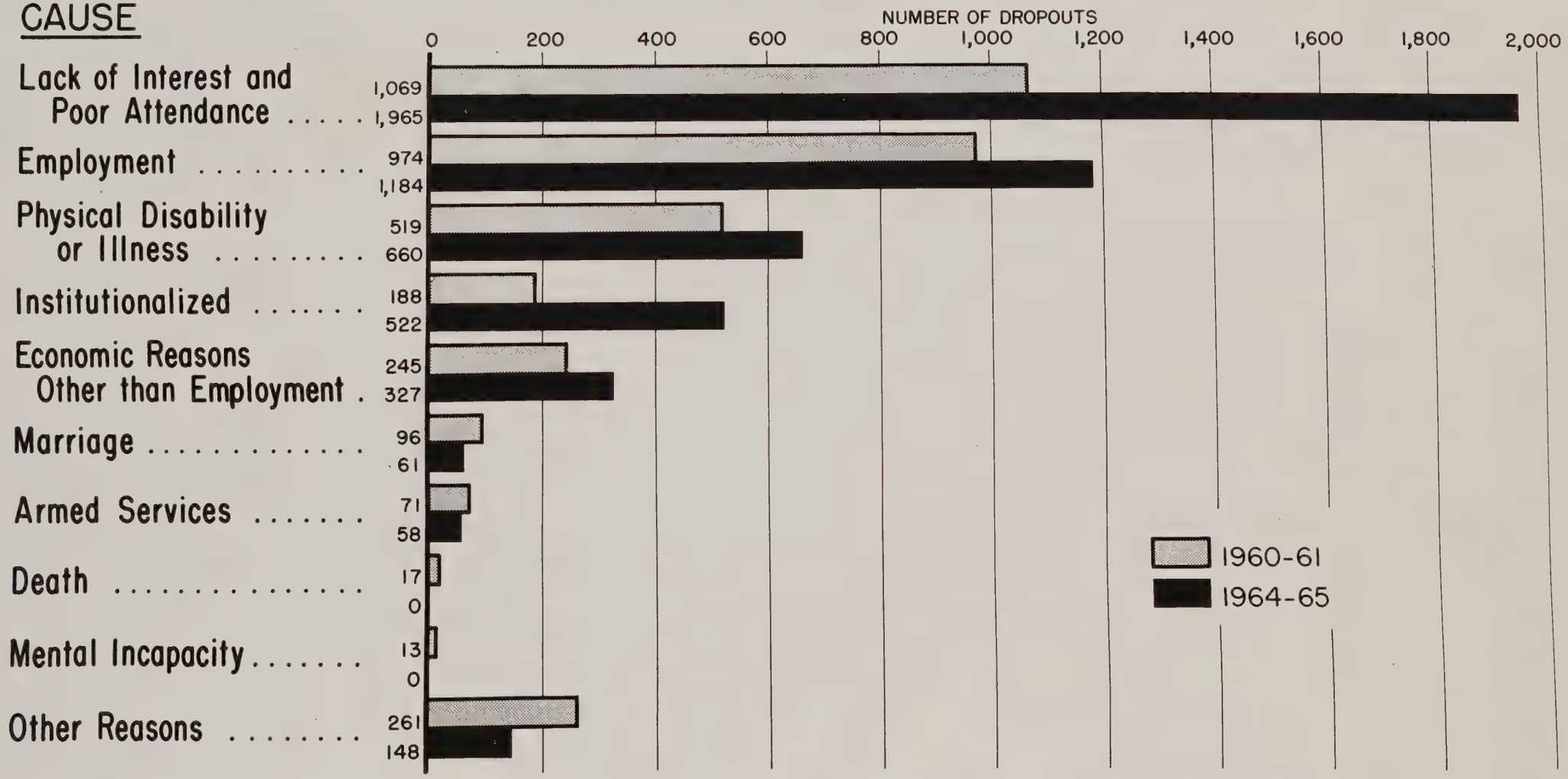
The Committee on Education and Labor of the United States House of Representatives estimated in a Task Force Study of the Public School System in the District of Columbia as it Relates to the War on Poverty, June 1966, that over the five-year period from 1960 through 1965, the dropout rate ranged from 36.4% to 40%.

The school administration has stated that there are no up-to-date available data on dropouts by cause. However, an analysis of the data which they have published shows that over the five-year period from 1965 through 1969, students dropped out at a rate of about 38.8%.

A dropout is a young person who sometime after passing his 16th birthday quits school and does not graduate.

D.C. PUBLIC SCHOOLS

TOTAL NUMBER OF DROPOUTS, BY CAUSE, 1960-61 and 1964-65



During the past 5 years there were 18,009 Dropouts and 15,970 High School Graduates ...A Dropout Rate of 53%

Source: D. C. Public Schools and House Comm. on Education & Labor

QUESTION: Do teacher assignment patterns reflect racial segregation?

ANSWER: Before 1967, white teachers were assigned primarily to Washington's white schools and black teachers were assigned to primarily black schools. After a court order that year, the situation began to improve, although some faculties are still segregated.

ANALYSIS: The chart shows the situation in the predominantly white elementary schools in the years before the court order. It shows that black teachers were being squeezed out of the white schools as the number of white schools dropped. Furthermore, the figures at the bottom of the chart make clear that there was never any policy of general faculty integration in the predominantly white elementary schools and that by 1966, faculty integration in the white schools consisted of three schools with one black teacher each and one school with two black teachers.

In 1967, the court ordered an end to faculty segregation. Figures from 1969 show some changes. There are still completely segregated faculties in the District's schools. Most such faculties are all black, but it is significant that one faculty that has remained all white is that assigned to the school for pages at the National Capitol; the pages are temporary residents in the district; most of them are the sons of political or social friends of the members of Congress; most of them are white.

Although experiences in the black community give substance to the desires of some black parents to have only black teachers for their children, still there is no justification for assigning teachers by race. Teachers should be assigned by merit alone.

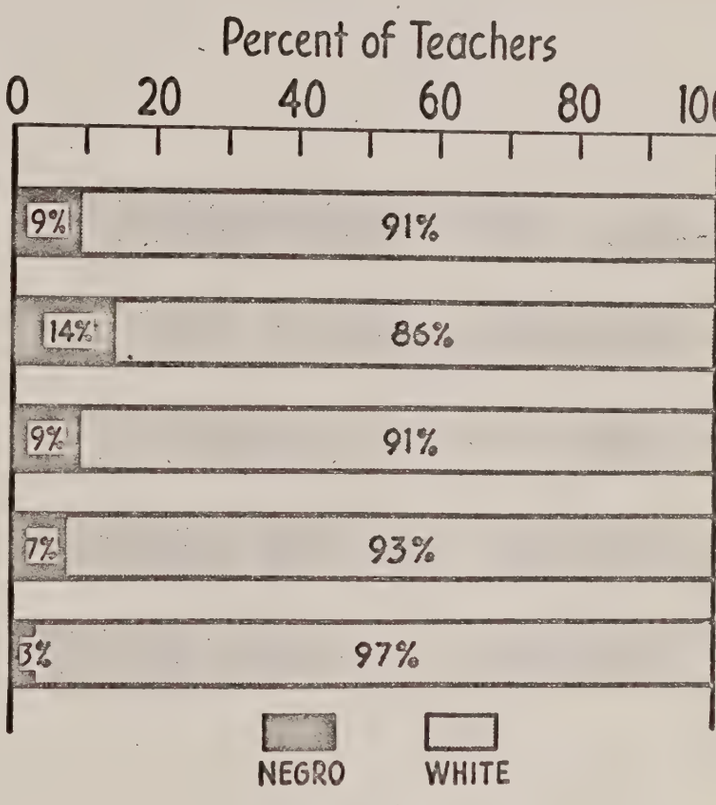
D.C. PUBLIC SCHOOLS (ELEMENTARY)

PLAINTIFF'S EXHIBIT

DEGREE OF TEACHER SEGREGATION IN ALL-WHITE AND PREDOMINANTLY WHITE SCHOOLS

SCHOOL YEARS 1961-62 TO 1965-66

SCHOOL YEAR	NO. OF SCHOOLS	NO. OF TEACHERS	
		WHITE	NEGRO
1961-62	23	310	31
1962-63	23	298	49
1963-64	19	249	25
1964-65	18	240	17
1965-66	14	184	5



17

In 1961-62 – 74% of the above 23 schools had all-white faculties 5

17

In 1962-63 – 74% of the above 23 schools had all-white faculties 5

15

In 1963-64 – 79% of the above 19 schools had all-white faculties 4

13

In 1964-65 – 72% of the above 18 schools had all-white faculties 5

10

In 1965-66 – 71% of the above 14 schools had all-white faculties 4

Source: D.C. Public Schools

(9) Regular Budget funds

QUESTION: Does the D.C. public school administration allocate equal funds to elementary schools regardless of neighborhood income level?

ANSWER: Students attending schools in wealthier neighborhoods received a higher per capita expenditure of public school funds in 1965 than did those attending elementary schools in poorer neighborhoods. Data published three years later reveal very little change in this unequal pattern of expenditure per pupil.

ANALYSIS: In the District of Columbia, neighborhoods with the lowest average incomes are primarily Black, and neighborhoods with the highest average incomes are primarily White.

Chart 1 shows that in 1965, elementary schools in lower and moderate income neighborhoods (under $9,000) had average expenditu es per pupil substantially lower than those in the higher income areas ($10,000 and above)--$306 contrasted with an average of $396 in the wealthier neighborhoods, about 30% higher.

Chart 2 shows that three years later, in 1968, the general pattern remained the same, although the gap had narrowed. The overall average expenditure per pupil in areas of less than $9,000 income was $391, contrasted with $442 in areas of $9,000 income and more.

Chart 2 further illustrates the fact that the schools located in primarily Black lower income neighborhoods ($5,000 to $7,999) provided the least educational support per pupil. Elementary schools in the Anacostia community ($6,000 to $6,999), almost completely Black, had in 1968 as in 1965, the lowest average expenditure per pupil.

Regular Budget funds

(10)

QUESTION: What are the average expenditures per pupil in elementary schools in a predominantly poor and Black community compared to the expenditures per pupil in elementary schools located in predominantly White and affluent communities in the same school district?

ANSWER: The Black Anacostia elementary schools of the District of Columbia received much less than a fair share of the resources available to the D.C. public schools in 1963-64. The predominantly White schools west of Rock Creek Park received twice as much money per pupil as the poor Black schools. In 1968, the picture was relatively the same.

ANALYSIS: Chart 1 shows per capita expenditures per pupil in selected D.C. elementary schools during the school year 1963-64. The chart shows that the highest expenditure per pupil in any school in the predominantly Black community equaled only 81% as much as the lowest expenditure per pupil in the schools located in the predominantly White community. The differential in expenditures per pupil between the lowest school in the predominantly Black community and the highest school in the predominantly White community amounted to $411.

Chart 2 shows expenditures per pupil in selected D.C. elementary schools in the school year 1968. Even though new data showed there had been a striking increase in expenditure per pupil in <u>selected</u> schools in predominantly Black areas, ten of the eleven schools listed on Chart 2 in the Lowest Expenditure Group were still located in the District's poorest and most neglected area -- Anacostia.

The differential in expenditures per pupil between the school receiving the highest expenditure and the school receiving the lowest expenditure was $506 in 1968, an increase of $95 over the spread which prevailed in 1963-64.

The differences in per capita expenditures were greater than those recorded in the elementary schools systems in the States of Alabama, Georgia, Louisiana, or Mississippi in either 1964 or 1968.

SUMMARY, ALL AGENCIES

Total Negro and Spanish-American Employment
November 1967

PAY CATEGORY	1967 EMPLOYMENT	1967 NEGRO NUMBER	1967 NEGRO %	1967 EMPLOYMENT	1967 SPANISH-AMERICAN NUMBER	1967 SPANISH-AMERICAN %
TOTAL ALL PAY PLANS	2,621,939	390,842	14.9	2,621,939	68,945	2.6
TOTAL GENERAL SCHEDULE OR SIMILAR	1,270,051	133,626	10.5	1,270,051	21,450	1.7
GS-1 THRU 4	369,968	75,846	20.5	369,968	9,687	2.6
GS-5 THRU 8	349,020	40,494	11.6	349,020	6,688	1.9
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88. The numbers of women in full-time white collar positions (General Schedule and equivalent grades) including Postal Field Service and other pay plans are as follows:

FULL-TIME WHITE COLLAR EMPLOYMENT
BY GENERAL SCHEDULE AND EQUIVALENT GRADES

WORLDWIDE
(Women)

GRADE A/	EMPLOYMENT 31 OCTOBER 1967		
	TOTAL	WOMEN	
		NUMBER	%
01	10,817	7,740	71.6
02	50,660	40,025	79.0
03	153,287	118,601	77.4
04	227,820	142,319	62.5
05	574,184	170,123	29.6
06	113,003	51,462	45.5
07	145,781	49,969	34.3
08	41,852	9,058	21.6
09	162,304	36,130	22.3
10	23,209	2,822	12.2
11	144,063	15,316	10.6
12	118,180	7,448	6.3
13	85,308	3,623	4.2
14	42,938	1,583	3.7
15	22,901	577	2.5
16	6,321	124	2.0
17	2,349	35	1.5
18	756	5	.7
ABOVE 18	609	15	2.5
UNGRADED	6,168	2,417	39.2
TOTAL B/	1,932,510	659,403	34.1

A/ The grades or levels of the various pay systems have been considered equivalent to specific general schedule grades solely on the basis of comparison of salary rates, specifically, in most instances, by comparing the 4th step GS rates with comparable rates in other pay systems.

B/ Excludes employees of Central Intelligence Agency, National Security Agency, Board of Governors of Federal Reserve System and Foreign Nationals overseas.

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(10)

QUESTION: ~~In 1964-65, was~~ Is the race of the children a factor in the allocation of school funds?

ANSWER: According to data published by the ~~D. C.~~ Washington public schools, the race of the children in the elementary schools seemed to have been a primary factor in the distribution of funds; ~~Of course, the~~ black children received less.

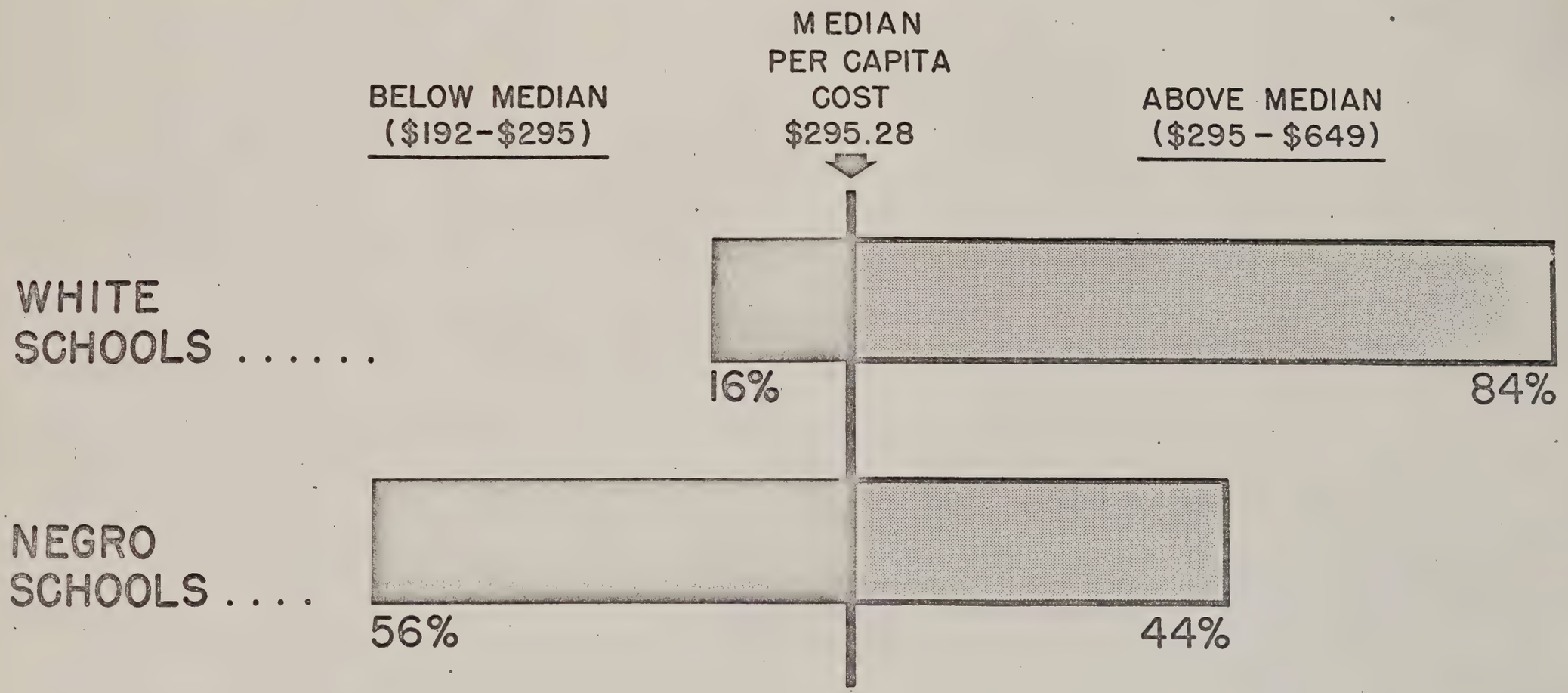
ANALYSIS:

Washington's schools spent between $192 and $649 per child elementary school in 1964-65. ~~The~~ The median per capita cost shown in the chart is the halfway mark; exactly half the children in the district ~~were~~ had more than $295.28 spent on them and exactly half had less than that spent on them. If the system operated evenhandedly, such a range of expenditures would not exist at all. Since it does exist, it would only be fair for half the white children to fall below the median mark and for half the ~~a~~black children to fall above it. As ~~the~~ the chart shows, 84 per cent of the white children were in schools in the top half, while only 44 per cent of the black children were. This means, of course, that only 16 per cent of the white children were in the bottom half elementary schools while 56 per cent of the black elementary school children were.

D.C. PUBLIC SCHOOLS

D.C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOLS RANKED ABOVE AND BELOW MEDIAN PER CAPITA COST, BY RACE, 1964-65



Note: *Seven of the 10 top ranking schools are predominantly white*

Source: D.C. Public Schools

(8)

QUESTION: Does the ~~D.C.~~ public school administration allocate equal funds to elementary schools ~~regardless of neighbor-~~ in rich and poor hood~~, income level?~~

ANSWER: Students attending schools in wealthier neighborhoods received a higher per capita expenditure of public school funds in 1965 than did those attending elementary schools in poorer neighborhoods. (Chart A) Data published three years later reveal very little change in this unequal pattern of expenditure per pupil. (Chart B)

ANALYSIS: In the District of Columbia, neighborhoods with the lowest average incomes are primarily Black, and neighborhoods with the highest average incomes are primarily White.

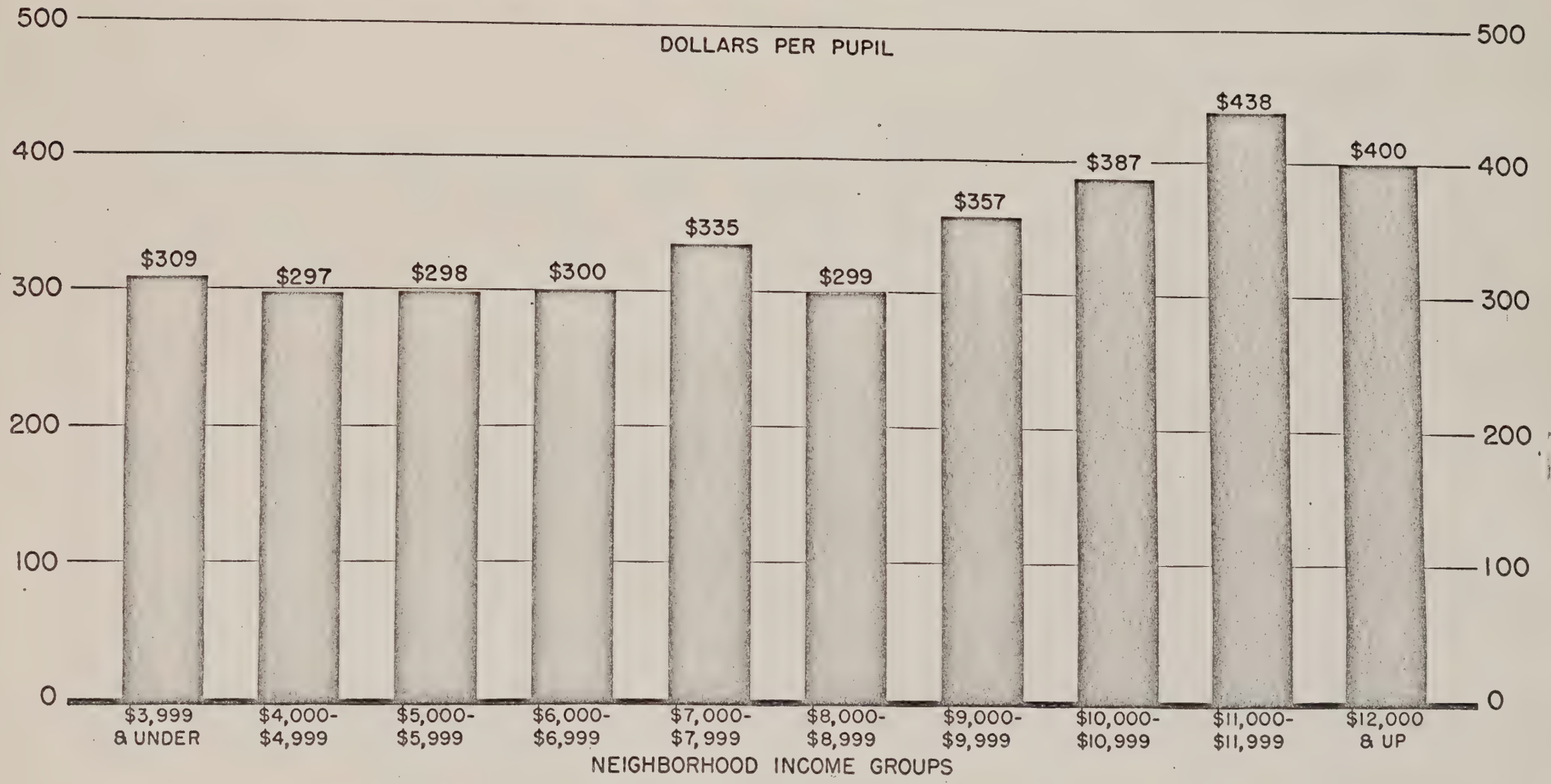
Chart A shows that in 1965, elementary schools in ~~lower and moderate income~~ poorer neighborhoods (under $9,000 average family income) had average expenditures per pupil substantially lower than those in the ~~higher income~~ richer areas ($10,000 and above). ~~$396 contrasted with an average of $296 in the wealthier neighborhoods, about 30% higher.~~ Overall, the schools in wealthier neighborhoods spent 30% more or ~~more than~~ $2.50 a week more on each child than did schools in poor neighborhoods.

Chart B shows that three years later, in 1968, the general pattern remained the same, although the gap had narrowed. The overall average expenditure per pupil in areas of less than $9,000 income was $391, contrasted with $442 in areas of $9,000 income and more, still nearly $1.50 a week extra per child for being well-off.

~~Chart B further illustrates the fact that the schools located in primarily black lower income neighborhoods ($5,000 to $7,999) provided the least educational support per pupil. Elementary schools in the Anacostia community ($6,000 to $6,999) had the lowest, which~~ almost completely black ~~had in 1968 (as in 1965) the lowest average expenditure per pupil.~~ poor

D.C. PUBLIC SCHOOLS

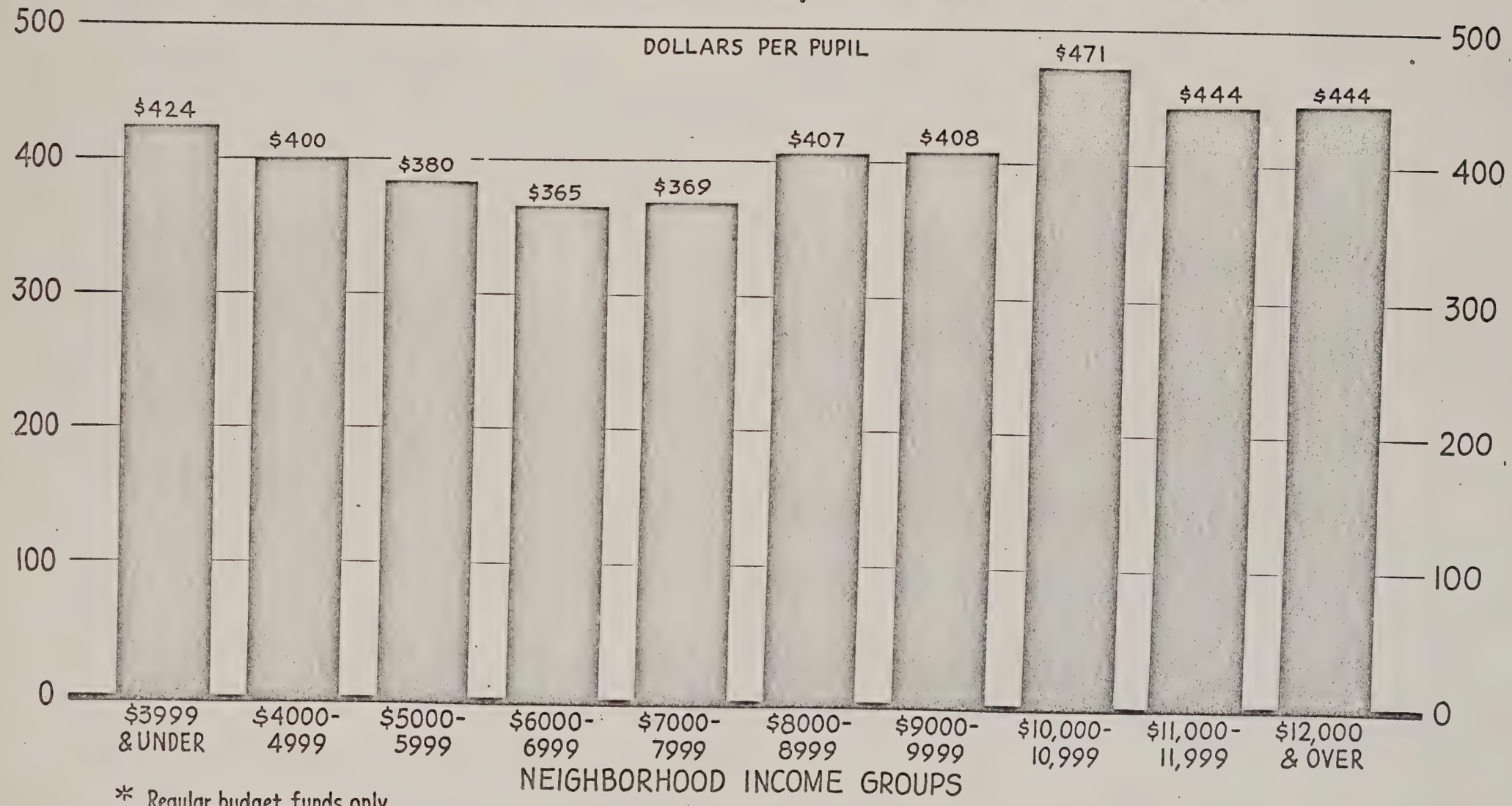
AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, 1965



Source: House Comm. on Education & Labor

D.C. PUBLIC SCHOOLS

AVERAGE EXPENDITURE PER PUPIL IN THE ELEMENTARY SCHOOLS BY NEIGHBORHOOD INCOME GROUPS, FISCAL YEAR 1968*



* Regular budget funds only

SOURCE: D.C. PUBLIC SCHOOLS

A parting word:

If you have read this far, you already know more about how to change the schools in your community than we did when we first went to work on the schools in the Nation's Capitol in 1964. We didn't know what to look for, who to ask, or even who to sue. Since that time, we have won a court victory that lawyers all over the country consider a landmark; we have fought many battles, not only in the local city government but even in Congress, which also governs Washington; one of our number has been elected to the city school board; we have even managed to improve the schools a little bit. The fight is not over in our city. Has it begun in yours?

Parents and communities should not wait until they have the "necessary community organization" to begin this work. Get started now and you'll have your organization soon enough. The cildren can't wait. Don't expect someone else to do it. If they were going to do it, they would be doing it already. Five or six determined people can begin the collection and evaluation of information discussed here.

There is no time in the future in which these problems can be solved. The challenge on behalf of the children must be made now, while they are still children. We can't afford to wait another generation.

(16) A bibliography for further reading is called for, not sources of info on Washington's schools.

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(6)

QUESTION: How were ~~D.C.~~ elementary school children ~~selected~~ ~~and~~ placed in the honors track?

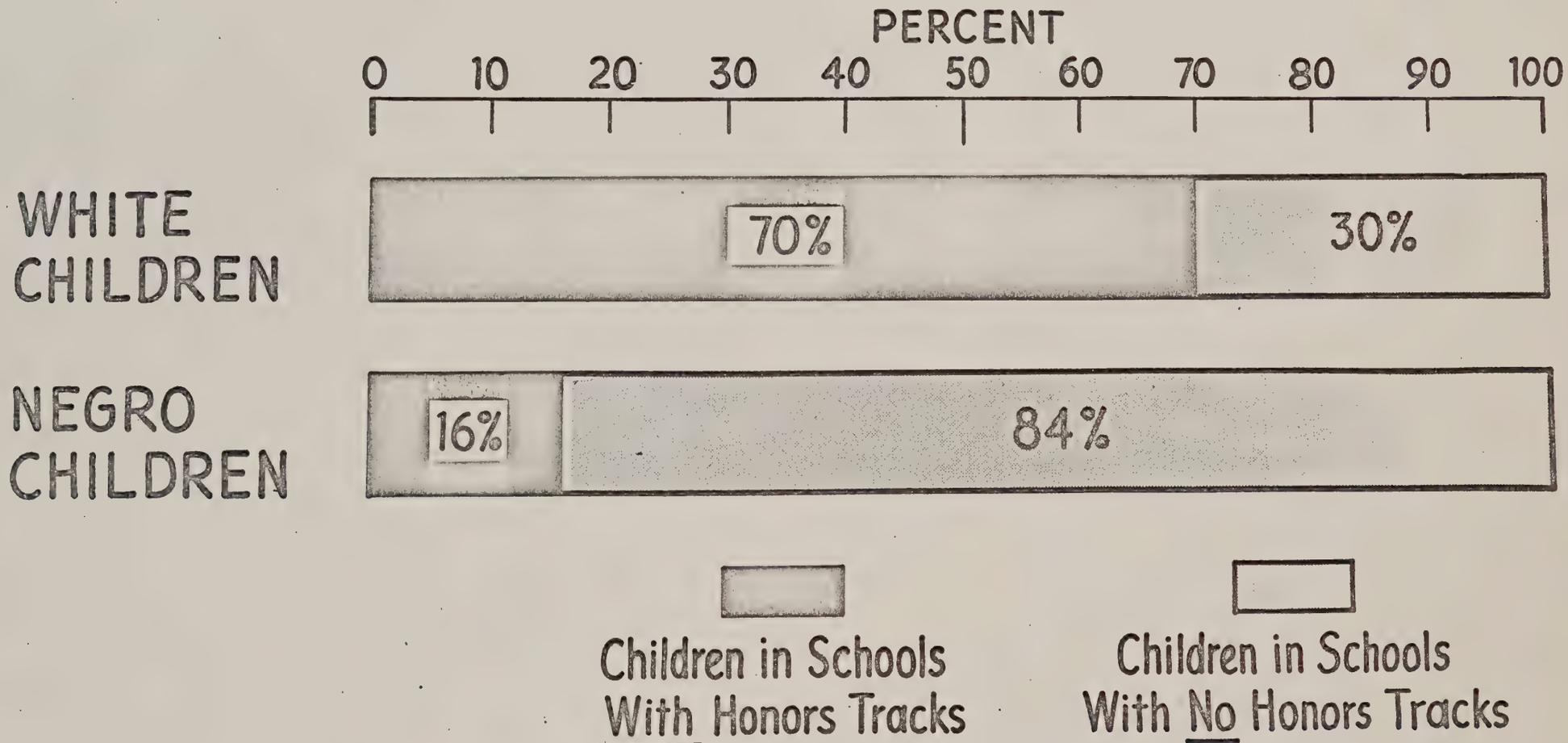
ANSWER: ~~The data show that in 1966, the D.C.~~ Before the court stopped them, the Washington public school administration ~~selected and~~ placed ~~the~~ elementary school children in the honors track ~~primarily on the basis of race.~~ largely by race.

ANALYSIS: ~~The~~ Chart ~~D~~ shows the percentages by race of ~~elementary school~~ children in ~~the~~ schools with honors tracks for the school year 1965-66. ~~According to the data,~~ As you can see, 70% of the White children in the public elementary schools ~~at that time~~ were in schools with honors tracks, while only 16% of the Black children were in schools with honors tracks.

An overwhelming majority of the Black elementary school children (84%) ~~(84%)~~ were confined to the two lowest tracks, basic and general, and attended schools which did not have honors tracks. This was true of only ~~Only~~ 30% of the White children, ~~were so classified.~~

D. C. PUBLIC SCHOOLS

PERCENT OF ELEMENTARY SCHOOL CHILDREN IN SCHOOLS WITH HONORS TRACKS, BY RACE, 1965-66



NOTE: Children in Special Education Classes not included

Source: D.C. Public Schools

(13)

QUESTION: What is the dropout rate among high school students? Why are these students leaving the school system?

ANSWER: Over a five-year period, more 16-year-old students dropped out of school than remained to graduate. Most left because of lack of interest and poor attendance, according to official reports.

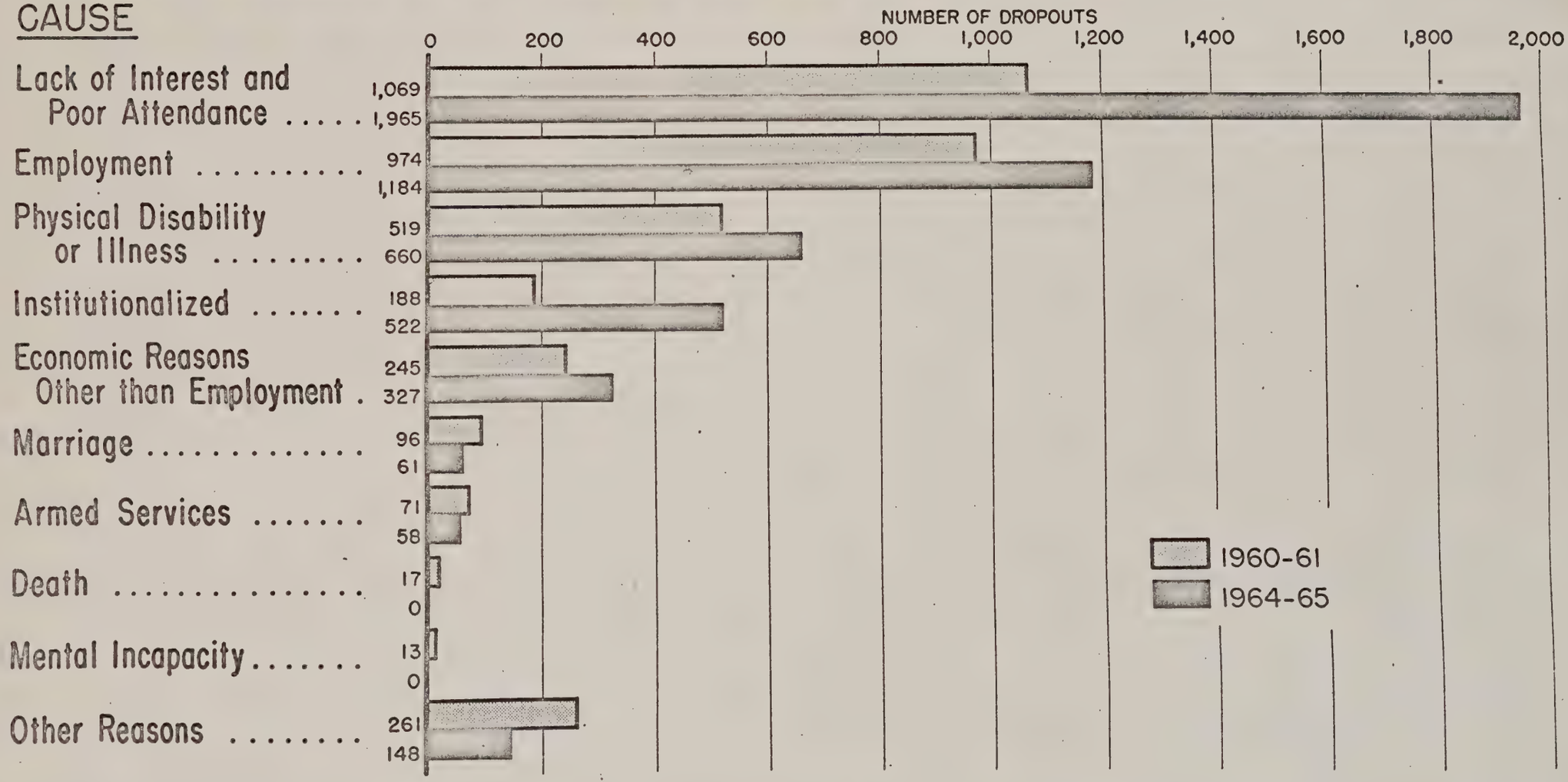
ANALYSIS: The Chart shows the total number of dropouts by cause for 1960-61 and for 1964-65. The table indicates that by far the largest number of students dropped out for lack of interest. The second largest number of dropouts was for economic reasons. The same was true for the school year 1960-61.

The Committee on Education and Labor of the U.S. House of Representatives estimated that over the five-year period from 1960 through 1965, the dropout rate ranged from 36.4% to 40%.

The school administration has stated that there is no up-to-date information available on why young people dropout. Even so, the dropout rate does not seem to have changed much; over the five-year period from 1965 through 1969, students dropped out at a rate of about 38.8%.

D.C. PUBLIC SCHOOLS

TOTAL NUMBER OF DROPOUTS, BY CAUSE, 1960-61 and 1964-65



During the past 5 years there were 18,009 Dropouts and 15,970 High School Graduates ...A Dropout Rate of 53%

Source: D. C. Public Schools and House Comm. on Education & Labor

(15) Reading

QUESTION: Does the distribution of educational resources, reflected by the amount of dollars spent per pupil, have a direct effect upon childrens' reading test results?

ANSWER: Fourth grade reading test scores, when presented along with average expenditures per pupil, clearly indicate a pattern of less money -- lower reading scores.

ANALYSIS: Chart 1 shows average expenditure per pupil in the elementary schools by neighborhood income groups for 1968 and 4th grade reading levels for 1969.

At the ~~left~~ Right of the chart, there is a scale showing percent of schools reporting 4th grade reading levels ~~based on~~ Above or below the national norm. The ~~curve imposed over the average expenditure per pupil~~ black shown in relation to the neighborhood income level indicates that as the income level goes up, the reading levels of the children in the schools in those neighborhoods go up. In the five poorest neighborhoods whose an average of 96% of the schools reported that their children read below the national norm, The average expenditure per pupil ~~in the five lowest income neighborhoods combined~~ first tier was about $388.

In the five richest neighborhoods with income levels ranging from $9,000 to $12,000 and over, 94% of the elementary schools reported reading scores above the national norm. The combined average expenditure per pupil first tier for the five richest neighborhoods in 1968 amounted to some $435.

A further analysis of the data on reading scores for elementary school children shows that in 1966-67, 72% of the schools reported that their fourth graders read below the national norm. By 1968-69 these children had reached the 6th grade. The data show that by that

time, 77% of the schools these same children attended reported sixth grade reading scores below the national norm. Thus, the longer children remain in the D.C. public schools, the lower their reading performance became.

In the material presented to the U.S. Court in 1985 (Hobson v Hanson) the shocking disparity in per pupil expenditures between poor and affluent neighborhoods in D.C. was made public for the first time. Average per pupil expenditure in neighborhoods of less than $9,000 annual income was $306 in 1985, contrasted with $1,145 in the more affluent areas (see Chart 1). One result of this disparity is seen in the increased expenditure per pupil in the two lowest income areas, as shown in Chart 1. Unfortunately, the increased expenditure in poor neighborhoods have been haphazardly applied to schools selected for no apparent reason rather than being administered in a uniform, equitable way.

309
297
291
302
1204
321

1204
325
299
1828
306

255
284
1139
4 con
1586
4 25

5)

QUESTION: What is the nature of the system of grouping students?

ANSWER: The "track system" in the District of Columbia schools segregated children according to rigid and distinct curriculums. There were four in all: basic, general, regular, and honors. Children in the honors track learned the most; children in the basic track learned the least. Children were placed in their tracks in the first grade and they usually stayed in them as long as they remained in school. Placement in a track was supposed to be based on the child's ability, but the wealth of his neighborhood seems to have had a lot to do with it.

ANALYSIS: The Chart compares neighborhood income with how many children from the neighborhood were assigned to the various tracks. For convenience, the top two tracks have been added together; the same has been done to the bottom two tracks. As you can see, with only a few exceptions, the poorer the neighborhood, the more children in the bottom two tracks, and vice versa. By the time we get to the poorest neighborhoods, the top honors track has disappeared entirely. The same thing happens to the basic track in the richest neighborhoods.

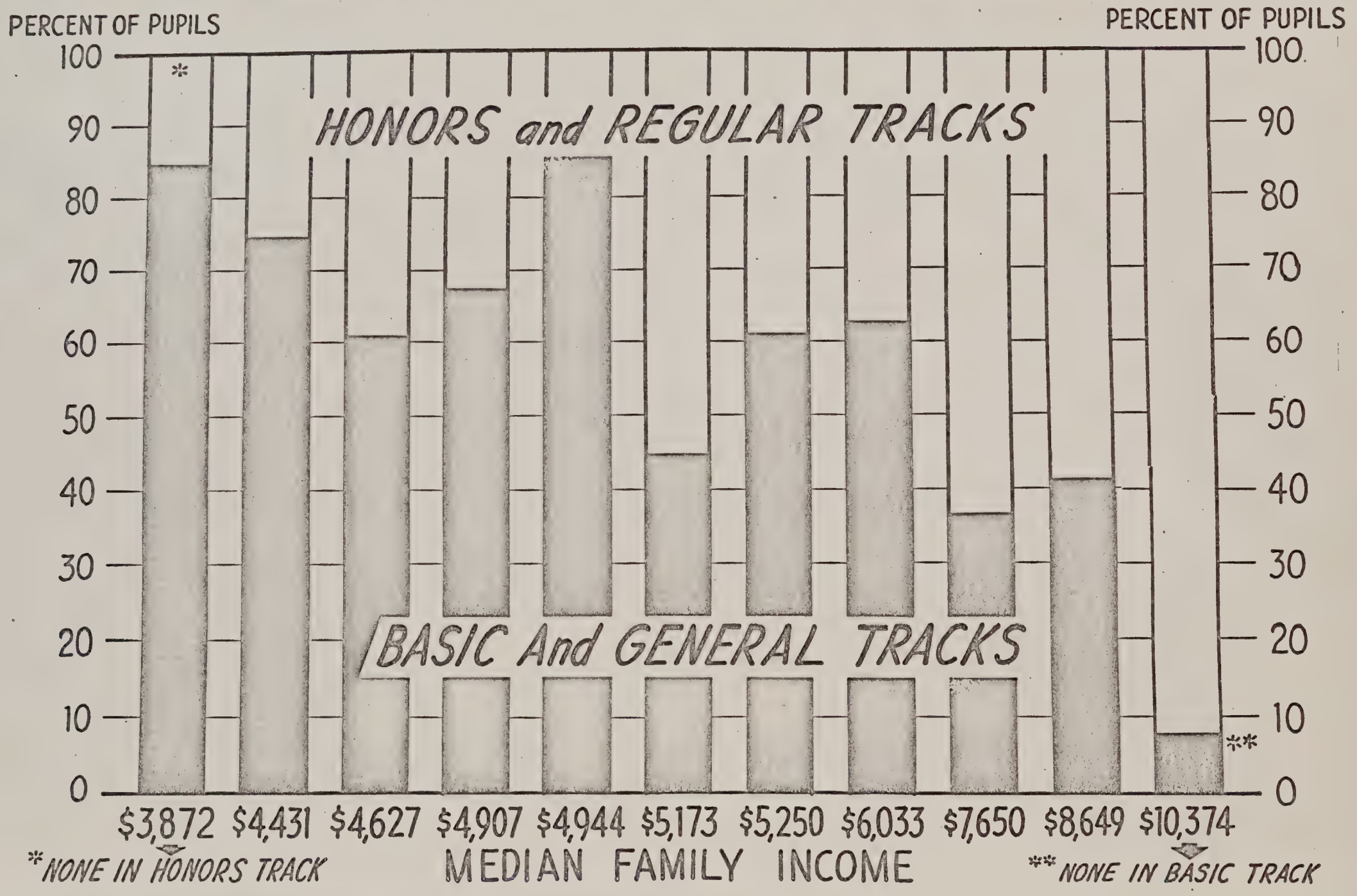
Children were supposed to be divided up into tracks by the way they performed on tests, but the school board seems to have been pretty sure that no children from wealthy neighborhoods would need to be in the basic track and that no children from the poor neighborhoods would be smart enough for the honors track. They were so sure, in fact about how smart various kinds of children were that they even stopped giving tests and just put poor children in the two bottom tracks. After a challenge in court, the school system started a crash testing program. Of all the children they tested, two out of three were found to belong in the regular track rather than in the basic or general track to which they had been automatically assigned. In 1967, the courts declared the whole tracking system, tests and all, to be unconstitutional.

The court said that the tests weren't really showing how smart the child taking them was so much as they showed what kind of background he came from. The people that made the tests seem to think that the more middle-class a child is, the smarter he is.

question;

The Chart is based on median income. The income figure given is the exact middle. Half the people in the poorest neighborhood earned more than $3,872; in that neighborhood, 85% of the children were placed in the bottom two tracks. In the richest neighborhood, where half the people earned more than $10,374 and half less, 95% of the children were placed in the top two tracks.

MEDIAN FAMILY INCOME AND PUPIL PLACEMENT IN THE D.C. SENIOR HIGH SCHOOLS, 1963-64



Source: D.C. Board of Education

QUESTION: Which schools are assigned the largest proportion of the more qualified teachers?

ANSWER: The D.C. school administration traditionally assigns the "more qualified" teachers to schools located in communities with the highest income levels.

ANALYSIS: There are three main categories of teachers in the District of Columbia public schools, permanent, probationary, and temporary. "Permanent" teachers have passed the qualifying examination, have met all the academic requirements, and have served a specified probationary period. "Probationary" teachers have passed the qualifying examination and have also met all of the academic requirements, but are still serving a specified probationary period. "Temporary" teachers, for the most part, have not or cannot pass the required examination to become permanent and may not have the required academic qualifications.

Chart 1 shows the percent of "temporary" teachers in the elementary schools by neighborhood income groups for the school year 1965. The chart indicates that as the economic level of the neighborhood declined, the percent of temporary teachers assigned to the schools in those neighborhoods increased. In the poorest community where the income was $3,999 and under, 46% of the teachers were temporary in 1965; while in the community where the income range was from $11,000 to $11,999, only 19% of the teachers were temporary. Temporary teachers, as defined by the school administration, are

the least qualified and, as the data show, were assigned primarily in the poorest communities.

The distribution of permanent teachers is, of course, the other side of the coin. Chart 2 shows that in 1969, deppite a U.S. Court order directing the D.C. School Board to equalize facilities, and despite an elected board which was 73% Black, the same general pattern of discrimination still prevailed. In 1969, the elementary schools in the poorest communities with income levels of $3,999 and under had 45% permanent teachers. The $6,000 to $6,999 community had a low of 41% permanent teachers assigned to their elementary schools. The elementary schools located in the neighborhood where the income range was $10,000 to $10,999 contained 59% permanent teachers and well over half of the teachers assigned to the $11,000 to $11,999 and the $12,000 and over income communities were permanent.

(5) Teachers

QUESTION: What is the history of racial segregation practiced in the assignment of Black and White teachers in the D.C. public schools?

ANSWER: In the school year 1965-66, the White teachers were assigned primarily to the White schools and the Black teachers were assigned primarily to the Black schools.

ANALYSIS: Chart 1 shows the degree of teacher segregation in all White and predominantly White elementary schools from 1961-62 through 1965-66. In 1961-62, 9% of the teachers in predominantly White elementary schools were Black. By the school year 1962-63, this proportion had risen to 14% but steadily declined to a low of 3% by the school year 1965-66.

In 1967, the United States District Court ordered that the practice of teacher racial segregation cease. The school administration was ordered to integrate the faculties. Nineteen sixty-nine data show that there have been some changes. However, there are still completely segregated faculties teaching in the D.C. public schools. Most of these segregated faculties are all Black, but it is significant that the Board of Education has not dared distribute the all white faculty of the Capitol Page School.

Although experiences in the Black community give substance to the desires of some Black parents to have Black teachers teaching their children, the fact still remains that justice and fairness can only prevail if school teachers are assigned solely on the basis of merit.

(7) Children

QUESTION: How were D.C. elementary school children selected and placed in the honors track?

ANSWER: The data show that in 1966, the D.C. public school administration selected and placed the elementary school children in the honors track primarily on the basis of race.

ANALYSIS: Chart 1 shows the percent of elementary school children in schools with honors tracks by race for the school year 1965-66. According to the data, 70% of the White children in the public elementary schools at that time were in schools with honors tracks, while only 16% of the Black children were in schools with honors tracks.

An overwhelming majority of the Black elementary school children (84%) were confined to the two lowest tracks, basic and general, and attending schools which did not have honors tracks. Only 30% of the White children were so situated.

(8) Books

QUESTION: Are regular text books distributed equally among elementary students in the D.C. public schools?

ANSWER: Data published by the school administration indicate that in 1969 there was an unfair distribution of books among the elementary school children.

ANALYSIS: Chart 1 shows the 15 lowest and the 15 highest elementary schools in the District of Columbia ranked according to the average number of text books per pupil in 1969. Library books were not counted in this survey.

In the 15 lowest schools, the average number of text books per pupil ranged from a low of 4 at the Slowe Elementary School to a high of only 10 at the Langdon Elementary School. Among the 15 highestsschools, Mann Elementary School ranked low with 21 books per pupil, and the Seaton Elementary School registered a high of 28 books per pupil.

Measured in percentages, the data show that the Seaton Elementary School provided each child with an average of 85.7% more books in 1969 than did the Slowe Elementary School. In requesting this data, we also asked for a numerical breakdown of textbooks by date of publication. Although not reflected on the Chart, the data not only revealed a surprisingly unequal distribution of books, but also the fact that 55.8% of of textbooks in all elementary schools were more than five years old. In a primarily Black community, this gap can become a serious barrier to learning since few books published prior to 1965 even mentioned the exis-

tence of Black Americans.

Although the number of books per pupil does not alone predict reading ability, it can be another useful indicator of individual school inequities and curriculum priorities (i.e. one school on Chart __ reported 154 dictionaries and 10 literature books for 944 students; another listed only 622 mathematics books for a total of 1,441 students).

(12)

QUESTION: How are federal funds appropriated under the Elementary and Secondary Education Act ~~of 1965~~ distributed to the ~~District of Columbia~~ elementary schools?

ANSWER: ESEA funds are primarily ~~spent in~~ given to the elementary schools already receiving the larger amount of regular budget funds.

ANALYSIS: The Chart shows expenditures per pupil in selected city elementary schools for 1968. The comparison is between eleven schools with high expenditures and eleven schools with low expenditures. By law, ESEA funds should be used to give extra help to children in the poorer neighborhoods after regular funds have been distributed equally. As the Chart shows, neither regular budge funds not ESEA Title I funds ~~funxhad~~ have been distributed equally. Groups in many communities have attacked this practice. It is against the law and you can take the schools to court over it. Title I ESEA funds are designated to be spent on poor children with school problems. If they are being spent any other way, the school system should be ~~x~~ called to account.

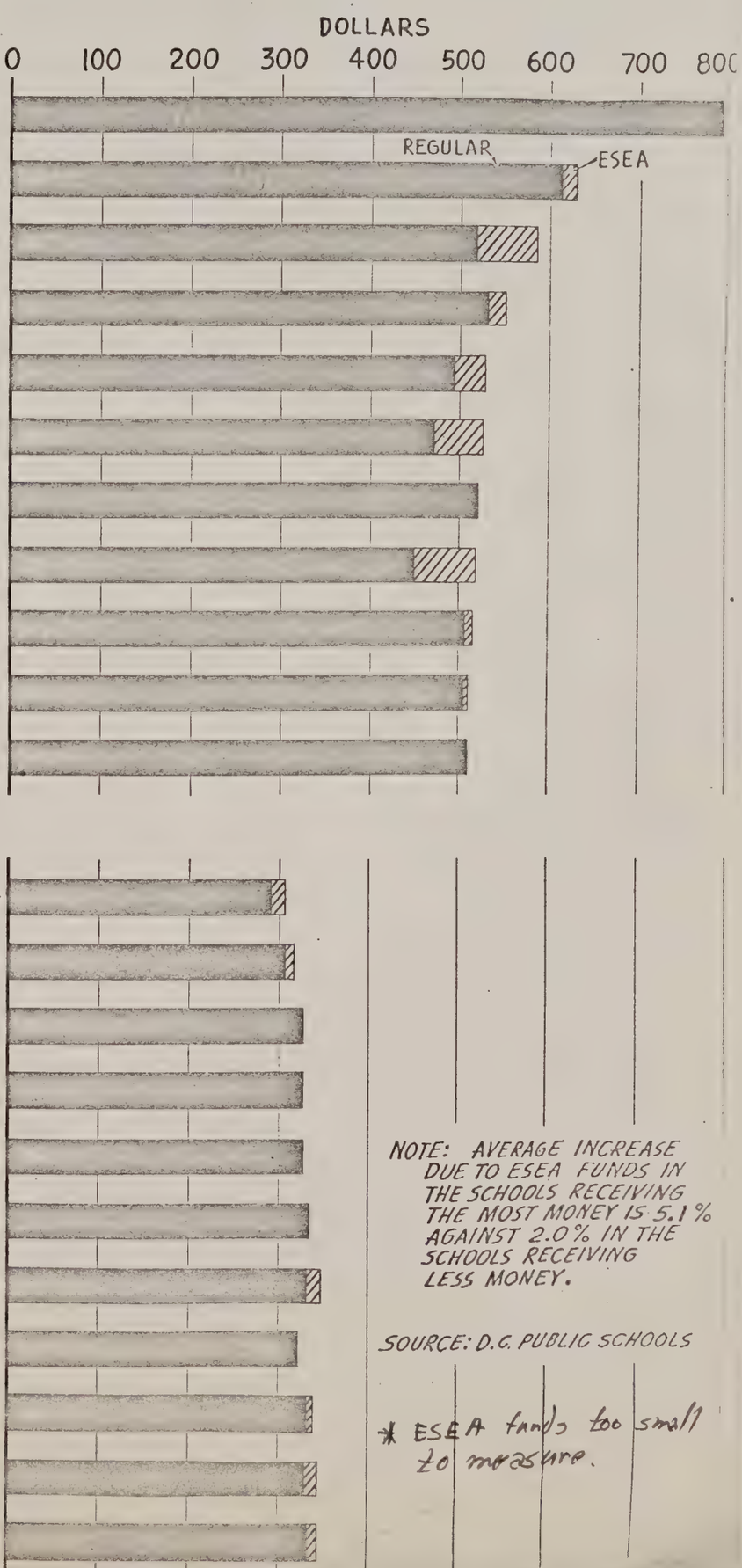
ER CAPITA EXPENDITURES PER PUPIL
N SELECTED D.C. ELEMENTARY SCHOOLS
FISCAL YEAR 1968

ɔH EXPENDITURE GROUP

SCHOOL	ESEA & REGULAR BUDGET	REGULAR BUDGET	%ESEA FUNDS
BUNDY.....	$798	$798	0
EDMONDS-PEABODY	629	614	2.4
SEATON-PERRY...	586	518	11.6
MORGAN & ANNEX	550	531	3.5
BRUCE.....	528	494	6.4
EATON.....	528	472	10.4
HARDY.....	522	521	0 *
BLOW-PIERCE...	519	449	13.5
STODDERT....	516	507	1.7
SUMNER-STEVENS-GRANT	511	506	1.0
FILLMORE....	510	510	0

EXPENDITURE GROUP

McCOGNEY...	$306	$292	4.6
HENDLEY....	317	308	2.8
YOUNG.....	328	326	*
GARFIELD....	328	327	*
KIMBALL.....	328	327	*
GREEN.....	335	333	*
DRAPER.....	348	333	4.3
CONGRESS HGTS. & ANNEX	322	321	*
ORR-RANDLE HIGHLANDS	339	333	1.8
NICHOLS AVE.	344	330	4.1
MOTEN.....	343	334	2.6



NOTE: AVERAGE INCREASE DUE TO ESEA FUNDS IN THE SCHOOLS RECEIVING THE MOST MONEY IS 5.1% AGAINST 2.0% IN THE SCHOOLS RECEIVING LESS MONEY.

SOURCE: D.C. PUBLIC SCHOOLS

* ESEA funds too small to measure.

		NUMBER OF RETURNS	NUMBER OF JOINT RETURNS	NUMBER OF EXEMPTIONS TOTAL	TAXPAYER	DEPENDENT	ADJUSTED GR. INCOME (THOUSAND DOLLARS)	TOTAL TAX
20001	MAIN OFFICE CARRIERS							
	D C							
	TOTAL	19990	4118	47225	27431	19794	79257	8115
	UNDER $3,000	9597	758	17111	11743	5368	14654	640
	$3,000 UNDER $10,000	9585	2793	27517	14149	13368	49757	4503
	$10,000 OR MORE	808	567	2597	1539	1058	14846	2972
20002	MAIN OFFICE CARRIERS							
	D C							
	TOTAL	35550	9021	86993	49098	37895	157228	15204
	UNDER $3,000	13956	1067	23900	16530	7370	20966	941
	$3,000 UNDER $10,000	19454	6365	55872	28546	27326	106961	9946
	$10,000 OR MORE	2110	1589	7221	4022	3199	29301	4317
20003	MAIN OFFICE CARRIERS							
	D C							
	TOTAL	14242	3380	33547	19506	14041	70369	8096
	UNDER $3,000	5722	434	9948	6834	3114	8294	359
	$3,000 UNDER $10,000	7146	2136	19835	10273	9562	40049	3913
	$10,000 OR MORE	1374	810	3764	2399	1365	22026	3824
20004	MAIN OFFICE CARRIERS							
	D C							
	TOTAL	482	114	999	705	294	4629	1093
	UNDER $3,000	202	9	336	254	82	312	15
	$3,000 UNDER $10,000	202	50	433	296	137	1144	124
	$10,000 OR MORE	78	55	230	155	75	3173	954
20005	MAIN OFFICE CARRIERS							
	D C							
	TOTAL	6318	1018	11040	8815	2225	49354	9294
	UNDER $3,000	2051	139	3153	2664	489	3234	161
	$3,000 UNDER $10,000	3261	475	5613	4353	1260	18547	2194
	$10,000 OR MORE	1006	404	2274	1798	476	27573	6939
20006	TWENTIETH STREET							
	D C							
	TOTAL	2584	482	4529	3691	838	33289	7959
	UNDER $3,000	544	30	767	707	60	819	41
	$3,000 UNDER $10,000	1333	128	1995	1762	233	8337	1080
	$10,000 OR MORE	707	324	1767	1222	545	24133	6838
20007	CALVERT							
	D C							
	TOTAL	12822	3320	22961	18730	4231	139653	28057
	UNDER $3,000	3018	203	4015	3794	221	4410	233
	$3,000 UNDER $10,000	5929	935	9297	8005	1292	36977	4688
	$10,000 OR MORE	3875	2182	9649	6931	2718	98266	23136
20008	CLEVELAND PARK							
	D C							
	TOTAL	15373	4181	30066	25098	4968	183202	37665
	UNDER $3,000	3443	258	5113	4740	373	5191	242
	$3,000 UNDER $10,000	6740	979	11407	10201	1206	41925	5093
	$10,000 OR MORE	5190	2944	13546	10157	3389	136086	32330

		NUMBER OF RETURNS	NUMBER OF JOINT RETURNS	NUMBER OF EXEMPTIONS TOTAL	TAXPAYER	DEPENDENT	ADJUSTED GR. INCOME (THOUSAND DOLLARS)	TOTAL TAX
20009	COLUMBIA HEIGHTS D C							
	TOTAL	27068	4635	52227	36803	15424	126706	15232
	UNDER $3,000	11118	768	17887	13625	4262	17542	847
	$3,000 UNDER $10,000	13783	2881	29373	19419	9954	75291	8225
	$10,000 OR MORE	2167	986	4967	3759	1208	33873	6160
20010	COLUMBIA HEIGHTS D C							
	TOTAL	15153	3042	31889	20558	11331	67761	7388
	UNDER $3,000	6331	484	10439	7679	2760	9846	461
	$3,000 UNDER $10,000	7813	1967	18572	11074	7498	42917	4426
	$10,000 OR MORE	1009	591	2878	1805	1073	14998	2501
20011	BRIGHTWOOD D C							
	TOTAL	35089	10888	80336	51113	29223	207492	23850
	UNDER $3,000	10895	855	16652	13265	3387	16145	791
	$3,000 UNDER $10,000	18781	5765	45145	27177	17968	111532	11499
	$10,000 OR MORE	5413	4268	18539	10671	7868	79815	11560
20012	TAKOMA PARK MONTGOMERY M D							
	TOTAL	18144	7431	42630	28988	13642	135322	17707
	UNDER $3,000	5023	435	7175	6315	860	7126	333
	$3,000 UNDER $10,000	8545	3200	20031	13580	6451	52560	5492
	$10,000 OR MORE	4576	3796	15424	9093	6331	75636	11882
20013	MAIN OFFICE BOXES D C							
	TOTAL	744	154	1597	1233	364	13449	3818
	UNDER $3,000	186	11	268	247	41	265	11
	$3,000 UNDER $10,000	322	50	687	499	188	1912	174
	$10,000 OR MORE	236	93	622	487	135	11272	3633
20014	BETHESDA MONTGOMERY M D							
	TOTAL	14423	7208	37747	23702	14045	172803	29836
	UNDER $3,000	3709	243	4829	4376	453	4497	211
	$3,000 UNDER $10,000	4256	1429	9028	6592	2436	27020	2960
	$10,000 OR MORE	6458	5536	23890	12734	11156	141286	26665
20015	CHEVY CHASE MONTGOMERY M D							
	TOTAL	21225	9495	52894	36412	16482	258496	47169
	UNDER $3,000	5779	422	7940	7351	589	7718	290
	$3,000 UNDER $10,000	6747	1898	14006	11204	2802	41616	4422
	$10,000 OR MORE	8699	7175	30948	17857	13091	209162	42457
20016	FRIENDSHIP D C							
	TOTAL	20149	8507	47208	34358	12850	262021	50828
	UNDER $3,000	4793	326	6529	6118	411	6301	269
	$3,000 UNDER $10,000	6766	1707	13131	10940	2191	42867	4822
	$10,000 OR MORE	8590	6474	27548	17300	10248	212853	45737

		NUMBER OF RETURNS	NUMBER OF JOINT RETURNS	NUMBER OF EXEMPTIONS TOTAL	TAXPAYER	DEPENDENT	ADJUSTED GR. INCOME (THOUSAND DOLLARS)	TOTAL TAX
20017	BROOKLAND							
	D C							
	TOTAL	7680	2719	18204	11594	6610	47903	5503
	UNDER $3,000	2422	167	3479	2952	527	3426	164
	$3,000 UNDER $10,000	3797	1330	9408	5752	3656	23168	2357
	$10,000 OR MORE	1461	1222	5317	2890	2427	21309	2982
20018	CUSTOMS HOUSE							
	D C							
	TOTAL	9300	3283	22954	13819	9135	56889	6442
	UNDER $3,000	2967	239	4548	3596	952	4198	192
	$3,000 UNDER $10,000	4709	1697	12544	7067	5477	28446	2797
	$10,000 OR MORE	1624	1347	5862	3156	2706	24245	3453
20019	BENNING							
	D C							
	TOTAL	30661	9295	78214	43191	35023	155594	15513
	UNDER $3,000	10556	712	17452	12083	5369	15195	675
	$3,000 UNDER $10,000	16868	5944	49225	24780	24445	98217	9374
	$10,000 OR MORE	3237	2639	11537	6328	5209	42182	5464
20020	ANACOSTIA							
	D C							
	TOTAL	23810	7735	58972	35139	23833	136919	15446
	UNDER $3,000	7120	633	11936	8698	3238	10472	457
	$3,000 UNDER $10,000	13306	4512	35881	19823	16058	78427	7908
	$10,000 OR MORE	3384	2590	11155	6618	4537	48020	7081
20021	OXON HILL							
	PRINCE GEORGES MD							
	TOTAL	13094	6405	34285	20500	13785	99356	12121
	UNDER $3,000	2964	206	3770	3345	425	4104	229
	$3,000 UNDER $10,000	6402	2987	16857	9911	6946	40933	4241
	$10,000 OR MORE	3728	3212	13658	7244	6414	54319	7651
20022	OXON HILL MD							
	PRINCE GEORGES MD							
	TOTAL	6206	3934	19386	10709	8677	56473	6683
	UNDER $3,000	1225	116	1691	1478	213	1553	76
	$3,000 UNDER $10,000	2419	1486	7589	4143	3446	16571	1535
	$10,000 OR MORE	2562	2332	10106	5088	5018	38349	5072
20023	SUITLAND							
	PRINCE GEORGES MD							
	TOTAL	11786	5747	30413	16855	11558	85683	10400
	UNDER $3,000	2687	270	3794	3191	603	3874	205
	$3,000 UNDER $10,000	6077	3020	16533	9850	6683	38584	3924
	$10,000 OR MORE	3022	2457	10086	5814	4272	43225	6271
20024	SOUTHWEST							
	D C							
	TOTAL	5199	1222	9800	6811	2989	48006	8037
	UNDER $3,000	1111	57	1794	1240	554	1546	69
	$3,000 UNDER $10,000	2329	352	4309	2838	1471	14863	1919
	$10,000 OR MORE	1759	813	3697	2733	964	31597	6049

		NUMBER OF RETURNS	NUMBER OF JOINT RETURNS	NUMBER OF EXEMPTIONS TOTAL	TAXPAYER	DEPENDENT	ADJUSTED GR. INCOME (THOUSAND DOLLARS)	TOTAL TAX
20027	CAPITOL HEIGHTS							
	PRINCE GEORGES MD							
	TOTAL	9266	4542	27078	14954	12124	56316	5669
	UNDER $3,000	2587	335	4273	3215	1058	3693	163
	$3,000 UNDER $10,000	5118	2842	16844	8641	8203	32171	2868
	$10,000 OR MORE	1561	1365	5961	3098	2863	20452	2638
20028	DISTRICT HEIGHTS							
	PRINCE GEORGES MD							
	TOTAL	11861	6348	33178	19567	13611	87061	9865
	UNDER $3,000	2528	263	3518	3043	475	3539	186
	$3,000 UNDER $10,000	6117	3300	17757	10192	7565	39689	3869
	$10,000 OR MORE	3216	2785	11903	6332	5571	43833	5810
20031	CAMP SPRINGS							
	PRINCE GEORGES MD							
	TOTAL	14335	7835	40094	23512	16582	118288	14595
	UNDER $3,000	3484	267	4533	4047	486	4501	215
	$3,000 UNDER $10,000	5926	3097	16781	9733	7048	38739	3821
	$10,000 OR MORE	4925	4471	18780	9732	9048	75048	10559
20032	CONGRESS HEIGHTS							
	D C							
	TOTAL	17549	5595	45775	25500	20275	88346	8783
	UNDER $3,000	5526	456	9348	6527	2821	8316	376
	$3,000 UNDER $10,000	10479	4006	31214	16002	15212	60089	5652
	$10,000 OR MORE	1544	1133	5213	2971	2242	19941	2755
20034	BETHESDA MD							
	MONTGOMERY MD							
	TOTAL	9778	6158	30198	16868	13330	138925	22606
	UNDER $3,000	2437	111	2943	2733	210	2457	95
	$3,000 UNDER $10,000	1639	730	4160	2753	1407	10841	1062
	$10,000 OR MORE	5702	5317	23095	11382	11713	125627	21449
20036	TWENTIETH STREET							
	D C							
	TOTAL	4159	560	6236	5393	843	33217	6245
	UNDER $3,000	1132	70	1487	1380	107	1705	93
	$3,000 UNDER $10,000	2218	199	3145	2761	384	13468	1789
	$10,000 OR MORE	809	291	1604	1252	352	18044	4363
20037	WATERGATE							
	D C							
	TOTAL	5438	757	8004	6938	1066	43759	7541
	UNDER $3,000	1260	66	1705	1513	192	1984	112
	$3,000 UNDER $10,000	2892	245	3978	3511	467	18109	2456
	$10,000 OR MORE	1286	446	2321	1914	407	23666	4973
20041	DULLES INTERNATIONAL AIRPORT							
	LOUDOUN V A							
	TOTAL	15	8	43	22	21	114	13
*	UNDER $3,000							
	$3,000 UNDER $10,000	15	8	43	22	21	114	13
*	$10,000 OR MORE							

PAGE NO. 943 MARYLAND (INC. D. C.)	NUMBER OF RETURNS	NUMBER OF JOINT RETURNS	NUMBER OF EXEMPTIONS TOTAL	TAXPAYER	DEPENDENT	ADJUSTED GR. INCOME (THOUSAND DOLLARS)	TOTAL TAX
20044 BENJAMIN FRANKLIN							
D C							
TOTAL	296	39	483	416	67	2118	344
UNDER $3,000	84	2	129	118	11	127	5
$3,000 UNDER $10,000	154	15	232	206	26	917	116
$10,000 OR MORE	58	22	122	92	30	1074	223
200 WASHINGTON							
TOTAL	456850	153833	1088013	684028	403985	3311786	479130
UNDER $3,000	142523	10933	222609	172624	49985	207626	9644
$3,000 UNDER $10,000	220232	71340	553061	329258	223803	1303586	134258
$10,000 OR MORE	94095	71560	312343	182146	130197	1800574	335228
20315 DEPT ARMY OFF OUTSIDE HQ							
D C							
TOTAL	421	25	626	561	65	1308	86
UNDER $3,000	260	4	347	337	10	507	7
$3,000 UNDER $10,000	161	21	279	224	55	801	79
* $10,000 OR MORE							
20331 ANDREWS A F B							
PRINCE GEORGES MD							
TOTAL	621	263	1668	911	757	2952	273
UNDER $3,000	248	11	310	266	44	367	22
$3,000 UNDER $10,000	300	184	1041	503	538	1589	122
$10,000 OR MORE	73	68	317	142	175	996	129
20332 BOLLING A F B							
D C							
TOTAL	235	116	658	355	303	1109	105
UNDER $3,000	97	2	117	102	15	144	9
$3,000 UNDER $10,000	123	100	482	224	258	693	50
$10,000 OR MORE	15	14	59	29	30	272	46
20390 U S NAVAL COMMUNICATIONS CTR							
PRINCE GEORGES MD							
TOTAL	106	30	226	141	85	367	32
UNDER $3,000	58	3	77	64	13	85	4
$3,000 UNDER $10,000	48	27	149	77	72	282	28
* $10,000 OR MORE							
203							
TOTAL	2455	1082	6389	3749	2640	17572	2220
UNDER $3,000	767	31	997	898	99	1251	50
$3,000 UNDER $10,000	1053	506	2984	1655	1329	6290	623
$10,000 OR MORE	635	545	2408	1196	1212	10031	1547
20601 WALDORF							
CHARLES							
TOTAL	2980	1730	9428	5065	4363	21605	2512
UNDER $3,000	714	108	1227	907	320	1008	48
$3,000 UNDER $10,000	1561	1015	5551	2774	2777	10322	930
$10,000 OR MORE	705	607	2650	1384	1266	10275	1534

D – demountable

SRS – rented space (store front)

CH – church

O – other

Study of Available Class Sizes in Elementary Schools

Alphabetical Listing of Schools	Grades								Total Pupils	Total Classrooms in use			IC	Total Classr. Availa	
	Pre-K	Kgn	1	2	3	4	5	6							
Aiton		50 30 6 3 Total 19 20 20	23 21 22 19 19	27 25 27 28 28	26 28 27 26 29 26	30 30 28 29 29 28	34 31 31 32 34	25 24 24 26 99							
	6	143	104	135	162	174	162		985	1	4	31	2	22	6
Amidon * VACANCY – DO NOT FILL	27 26	42			25 27 23 26 24 26* 26 27 25 26	24 24 23 23 24 26 24 24T 22 25 23									
	53	42			255	262			612	2	1	21	2	11	10
Barnard		32 32	22 25 26 25	27T 25 26 26T 26	25 27 24T 25 25	29 32 30T 30 30	27 30 29 30	26 29 26 28					3K=1		
		64	98	130	126	151	116	107	794	–	2	27	2	20	6
Beers (mind under T)	26	49T 49	26 28 28 28 28	24 26 25 26 27	31T 31 32 31	27 25 25 25 26 28	28 30 28 28 29T	26 25 25 24 24	939	1	2	30	2	26	2
	26	97	140	128	125	156	143	124							
Benning	30	41 27	30 22 21 22 24	28 30	29 26 23	32 30	26	30 13 11 1 Teacher	497 475	1	2	15	1	9	6
	30	68	119	58	78	62	39	41							
Blow-Pierce		45 43	29 29 28	18 16 17 17 17 17 17	20 21 22 24 24	25 22 28	22 23 23	26 26 26T	625	–	2	24	2	22	8
		88	86	119	111	75	68	78							
Bowen		33 33					24 22 24 24 24 25 25 23 23 23	21 21 21 23 22 22 22 22 23 20	520	–	2	20	1	10	1

Alphabetical Listing of Schools	SMR	Grades											Total Pupils	Total Classrooms in use			Total Classrooms Available		
		Pre-K	Kgn	1	2	3	4	5	6					Pre K	Kgn	1-6			
Brent	8	9 11	58	29 T 30	21 21	20 16	18 17 T	15 17T	23				313		SMR-1	11			
		20	58	59	42	36	35	32	23					2	1				
Brightwood			39 36	27 27 27 28	26 28 28 27	24 24 25 25	25 26 27 27 27	26 25 25	23 25 25 25				697			24	1	9	5
			75	109	109	98	132	76	98										
Brookland			37	30 30	19 19	30 18 12 Transfer	28 32T 7	30 18 1 Transfer	27 12				337						
			37	60	38	48	67	48	39						1	11	–	9	2
Bryan		24 29 32	57 57	24 22 22 22 21	26 25 25 24	29 T 28 27 29	24 28 24 27	29 28 28 24	30 19 20 28				824 832						
		85	114	111	100	113	103	109	97					3	2	25	1	14	11
Buchanan		25 WAITING	64	24 23 25	17 17 18 18T	26 26 26 29T	25 28 24	30 31 31	34 31 33				551 605	1	1	20	1	10	9
		25	64	72	70	107	77	92	98										
Bunker Hill			57 55	24 24 24 24 25	28 26 28 26 27	26 26 25T 25 25 25	26 26 26 27 24 26	29 28 29 29 28 29	27 25T 27 27 27 24T				1012 1013			34	3	27	3
			112	121	135	152	158	172	163						2				
Burroughs	2 MIND TRs		50 50	24T 25 23 22 22	22 26 28T 28 28	24 22 23 25T 26	30 30 30T 26	31 31 33 32	30 30 29 28				828			27	1	28	2
			100	116	132	120	116	127	117						2				
Burrville			37 33 27	23 23 23	26 25 24	23 23 22	21 23 21 20	26 26 26	23 22 21				538			19			
			97	69	75	68	85	78	66						3		1	12	7

Alphabetical Listing of Schools	Grades								Total					To	
SMR	Pre-K	Kdn	1	2	3	4	5	6	Pupils	Classrooms in use			K	Cla Ave	
CARVER			30T			24	28	30							
	26	44	20 19	3 20	11 16	13 11	14		310	1	1	9	-	2	
			1 Teacher	1 Teacher	1 Teacher	1 Teacher	1 Teacher								
	26	44	40	53	27	48	42	30							
CLARK		31	22 24	24 25	25 24	28 25	24 24	26 27	650						
		36	24T 16	24 24	24 26	23 26	23 25	29 26		-	2	24	2	17	
	-	67	86	97	99	102	96	108							
COOK J.F.	33	57	24 22	24 21	25 23	31 32	25 24	32T	526				Pre-K=1		
			23 26	22	24	30	28			1	1	17	1	13	
	33	57	85	67	72	93	77	32							
GRUMMELL	30	46	23 25	24 26	22 22	23 24	25 27	23 23	436						
			24		23	28				1	1	15	1	7	
	30	46	72	50	67	75	52	46							
DAVIS	32	51	31(V)	25 23	35 36	29 32	34(V) 34	29 30							
	33	59	23(V)	36TT 27	34 37	33 27	38 30	32 36	1496						
		60T	23 22	37 29	38 32	31 25	34 37	35 33							
			31 25	24		32									
			26 23												
			27							2	3	41	3	37	
	65	170	231	204	212	209	210	195							
DREW 5	25	64	31 29	34 35	31 32	34 33	25T 26	31 32							
	26	64	31 32	35 33	30 32	31 32	29 26	33	1051						
			30	35	30	30	25								
5	51	128	153	172	156	160	131	96		2	2	28	2	24	
EATON		36	24 24	21 26	29 26	22 24	26 26	23 23	375						
		1	4	5		8	12	4							
		CLD 1 Teacher				CLD 2	1 Teacher	3							
	-	37	52	52	55	56	70	53		-	1	15	1	15	

Alphabetical Listing of Schools	Grades										Total Pupils	Classrooms in use			Tot. Class. Avai.		
	SMP	P-K	K GN	1	2	3	4	5	6			PRE-K	K	GR 1-6	K	1-6	
ECKINGTON				19 20	25 13 1 Under	25 10 1 Under	22 21	25	31		211						
												-	-	9	-	8	
		-	-	39	38	35	43	25	31								
EDMONDS			22	26 7	20 10 1 Under	30	29	31			175						
												-	1	6	1	7	
			22	33	30	30	29	31									
EMERY			67 67	NG 24 26 26 26 26	NG 31 28 31 30 30 29 32	30 NG 38 32 29 28	28 28 31T 31	31 32 33 33 10	28 27T 27 28 26 1 Under		1007 1023						
												-	2	30	2	22	
			134	128	211	157	118	139	136								
FILLMORE			7	7T 18 T 18	22 22	23 23	23 23	20 20	21 21		134						
												-	1	6	1	7	
GAGE			49 32	19 19	25 24	26 25	29 18	26 9 1 Under	19 17		337						
												-	2	11	1	10	
			81	38	49	51	47	35	36								
GARFIELD			70 70	31 30 32 24 32 32	34 35 32 30 12 CH 12 CH	41 D 41(T) D 41(T) 39 22 CH 22 CH	34 33 34 32 35 D	34 33 S 35 1 T D	31 26 32 34		1109						
												-	2	31	2	17	
			140	181	155	206	168	136	123								

Alphabetical Listing of Schools	SMR	Grades P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use P-1	Kdg	1-6	To Clas Ava K	1-6
GIBBS			41 42	21 21 23 23 25	22 23 28 24	23T 24 23 24 23	22 21 23 18 19 21	26 28 28 26 1H	26 26T 25 25 10 T. Ander	743		2	29	2	20
			83	113	100	117	124	122	114						
GIDDINGS	9 10 8		37	30 29	21 20 21	20 20 20	30 27 30	29 27	23 20	431		SMR 3		1	14
	27		37	59	62	60	87	56	43			1	15		
GODING			54 52	29 29 29 29 26	25 24 26 23	22 24T 22T 22 21T	25 27 25T 25 28 25V	27 31 29 31 28	31 28 31	848				2	15
			106	142	98	111	155	146	90			2	28		
HARDY			19	23	18		24 7 13 T. Ander	19 19	24	166				1	9
			19	23	18	13	31	38	24			1	7		
HARRIS		16	49 56	19 20 21 19 21 23 21	20 20 21 22 18 21 17	26 28 30 26 26 20	35 33 33 36T 34	35 36 32 36	32 27 30 30	992				2	22
		16	105	144	139	156	174	139	119		1	2	33		
HEARST			20	33	33	35	23	41 HT	34	219				1	8
			20	33	33	35	23	41	34			1	8		

Alphabetical Listing of Schools	SM°	P-K	K	Grades 1	2	3	4	5	6	Total Pupils	Total Classrooms in use	V	Total Classrooms Available
HENDLEY (MAIN)				30 25T 34 22 23 25 19 25T 25 25	37 37 39 38 36	39 39 38 36 37T	38 32 38 35 34 35 36	32 25 31 29 26 27	40 36 39 37	1189 1203	- - 37		
		-		254	187	189	248	173	152				
HENDLEY ANNEX #1	1		50 50 50 50T							200	- 4 -		
		-	200										
HENDLEY ANNEX #2			37 40	29 28 35	30 30 31	29 32	29 27T 30	25 26	32 30	520	- 2 15		
		-	77	92	91	61	86	51	62			2	23 2
HOUSTON	7 8	27	44 43 24	28 29 29 27	19 21 26 20 14	23 26 27 27 27 12	29 31 31 31 14 15	25 31 29 V 29 14	30 32 31	894	SM12 = 2 1 3 27		
	15	27	111	112	100	156	152	128	73				
HYDE			12T 12	24 24	15 15	24 24	16 16	21 21		112	- 1 5	-	8
JACKSON				11 11	13T. 13	19 19	15 15	18 18	19 19	95	- - 6	1	7
JANNEY	SA 7		24 23	24 24	24 25	17 18 20	22 22 22	28 24	27 26	377	SA = 1 - 1 14	1	16
	7		47	48	49	55	66	52	53				

Alphabetical Listing of Schools		Grades								Total		Total
		PK	K	1	2	3	4	5	6	Pupils	Classrooms in use	Classrooms Available
HYDE (OG5)			12	24	15	24	16	21		112		

Alphabetical Listing of Schools	SMR	P-K	K	I	2	3	4	5	6	Total Pupils	Total Classrooms in use	Total Classrooms Available
KEENE			30 29 59	30 32 32 94	26 23 28 25D 102	26 26 25 28D 105	27 28T 29 27 28D 139	29 28 28 30D 115	32 31 31 33S 127	742 YKI	2 2	3 17 2
KENILWORTH		13 12 25	36 38 74	30 30 31 91	19NG 30 22 20 22 113	26 27 24 25 25 104	25 25 22 25 25 122	23 27 28 25 103	29 27 29 30 29 28 172	851 827	2 2 28	PKI 3 22 6
KETCHAM +1TT			40(T) 2H 40 4H 80	NG 32D 32D 33D 31D 31D 31D 190	NG 31D 36D 26 27 120	NG 32(0) 33(0) 29(0) 33(0) 127	31 32 33 29 31 156	33 34 33 33 133	31 29 31T 29 120	926	2 27	
KETCHAM ANNEX			40 40	NG 4H +1TT 44	NG 4H +1TT 44	40D NG +1TT 40	46 +1TT 46	36D +1TT 36	37D 37	317	1 6	2 4 1
KEY			22 22	24 24	21 21	20 3 1 Teacher 20	23 17 4 Teacher 43	26 30	23T 23	183	1 6	1 8 —
KIMBALL	6		40 40 40 40 21 141	28S 27 26S 27 24S 24 28 27S 29 240	29S 31S 28S 30S 28S 28S 33S 307	29 30 32 32 30 29 28V 210	34 34 33 34 33 33 34 235	32 35 31 32 32 32 194	34 31 33 35 35 168	1439 1401	SMR-1 41	2 20 1

Alphabetical Listing of Schools	Grades										Total Pupils	Total Classrooms in use			Total Classrooms Available			
	SMR	P-K	K	1	2	3	4	5	6			K	1-2	3-4	K	1-2	3-4	5-6
KINGSMAN			39 42 81	24 24 23 23 94	22 26 24 23 95	30 30 28 29 117	27 26T 26 26 105	34 33 35 102	38 30 27 95		679 679		2	22	1	13	16	2
LAFAYETTE			47 48 95	27 28 29 31 115	29 31 30 90	32 31 33 96	30 31 30 91	29 30 30 88	30 26 32 58		663		2	19	1	17	2	
LANGDON			29 27 56	24 32 30 23T 109	26 28 23 27 23 127	30 31 31 30 122	31 29 28 29 31 148	20 29 30 29 28 136	20 23 23V 29 95		793		2	24	1	20	2	
LANGSTON			35 35	21 21 20 62	28 24 25 47						174		1	6	1	4		
LA SALLE			42 47 89	23 24 24 21 20 112	26 24 25 23 25 123	27 26 27 26 126	28 31 30 29 31 12 15 1 Teacher 164	28S(T) 28 27 28 29 29 169	28 30 27 27 30 152		919						2	27
LECKIE			38 40 42	22 23 24	16 17 19	21 23 22 22 20	26 23 22 23 22	20 21 22(T) 20	26 26		602						P-K2 3 26	
LENOX	9		40	14 19 13	24 26	24 24	29 29	20 20	19 6 13 1 Teacher		328 329		SMR-1 1	13			SEE LENOX	
	9		40	48	50	48	58	40	32									

Alphabetical Listing of Schools	SMR	P-K	K	1	2	3	4	5	6	Total Pupils	Total Classrooms in use P-K	K	1-6	SMR	Total Classrooms Available K	1-6	2nd.	SMR
LENOX ANNEX	10-11 10T10 10 10 10T10 9 90									90				SMR – 9	LENOX A. 1	9	6	1
LEWIS	OLD 5 5		25 25 50	27 26 26 79	23 22 22 22 89	29T 28 27 84	26 25 26 25 15 117	25 11 24 1 Teacher 24 84	26 23 49	557			2 20	SMR – 1	2	12	8	1
LOGAN		21 19 18 58	34 36 76	23 24 23 25 95	18 20 18 18 18 92	23 24 25 24 96	29 29 30 88	25 24 24 73	28 30 27 58	655 651			2 2 21		2	9	10	–
LOVEJOY			26 26 52	24 25 24 73	31 34 32 91	23 26 27 28 104	32 27 31 90	29 27 26 82	34 32S 66	564			2 18		2	18	–	–
LUDLOW			69 35 104	26 26 26 27 27 132	28 27 28 28 29 27 167	22 26 26 22 96	30 31 32 33 32 158	32 32 32 32 108	27 30 30T 25 112	897			2 28					
MADISON				19	22 1 Teacher 40	24 18 8 1 Teacher 32	20 20 40	30 30	27 27	188			7		–	8	–	–
MAIN	8		18	16	28	29	27T	30	26	182		1	6		1	8	–	–

Alphabetical Listing of Schools	Grades SNR	P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use Pre-K	K	1-6	Total Classrooms Available K	1-6	Pre-K
MAURY		28	50	25 25	21 20	22 22	27 27	27 26	33 28T	485	1	1	16	1	12	4 1
		28	50	76	65	68	84	53	61							
MERRITT	7	25	36	21 17	22 23	25 25	26 31	26 25	25 25	492						
	9		33	17	1 12 1 Teacher	1 20 1 Teacher	28				SH - 2					
											1	2	16		18	6
	16	25	69	62	64	70	85	51	50							
MINER		27	40	24 24	25 25	23 25	26 26	21 25	22 25	910						
		26	45	22 23	24 24	25 22	27 26	22 23	22 22	906						
		26		23	21	24	27T 26	21	24							
											3	2	31	2	20	8 2
		29	85	114	122	119	158	112	115							
MOTT			47	22 23	26 26	24 23	26 30	27 23	24 27	649						
				23 20	27 25	23.	27 25	21 24	27							
					1 12 1 Teacher		30									
									78			1	24			
		47		88	131	82	138	95	14 1 Teacher					1	16	8
MURCH			35	22 20	23 27	28 29	29 28	11 13	17							
			35	22	25 22	29	29		1 Teacher (T)							
			70	64	97	86	86	15	13 1 Teacher	598						
								14	14 1 Teacher							
								14	14 1 Teacher							
								96	16 12 1 Teacher (T)	99		2	20	1	17	2

Alphabetical Listing of Schools	Grades SMR	P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use (For 41 E / 1-6)	Total Classrooms Available (K / 1-6 / 7th / 8th)
HALLE		20	51 50	25 25 25 25 25 25 26	27 27 27 26 26 27	27 26 27T 26 26 26	29 29 30 29 29 29	25 26 26 26 25T	28 29 29 29	1033		
		20	101	176	160	158	175	128	115			2 24 6 2
NICHOLS AVE			50 51	16T 21T 21T 23	21 24 22	30 25				557	- 2 9	
			101	81	67	55						
HOYES			70	33 34 34 34	33 33 33	30 31 31	32 32 33 22 (subs)	25 30 29 24	36 38 35	732	- 1 21	
			70	135	99	92	119	108	109			2 18 2
ORR		31	60	36 35	33 34	33 28	24 26	38 26 & 1 Under	37 & 1 Under	449	1 1 11	
		31	60	71	67	61	50	64	45			1 3
OYSTER			39	24 24	26	28 18 10 1 Under	28	& 21 1 Under	34 25 & 1 Under	293	- 1 9	
			39	48	44	38	36	46	42			10
PATTERSON			39 24 38	28 27 26 29 28	22 22 24 18	21 21 21 19 21 21	22T 22 23 22 22	23 26 25 23	27 26 23T	775 753	- 3 27	
			131	138	86	124	111	97	76			4 26 7
PAYNE			34 34	20 20 25 24	25 24 23 23	28 24 25 28	28 27 26 26 28T	28 28 27 26	25 27 26 26	705	- 2 25	
			68	97	95	105	135	109	104			1 7 13

Alphabetical Listing of Schools	SMR	P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use K	Classrooms in use 1-6	Total Classrooms Available K	Total Classrooms Available 1-6
PEABODY			20	25 13 5 1 kind	26	29	26 23T	22 10	23 22 9 1 kind	252 253	-	1 10	1	11
			20	38	31	29	49	32	54					
PERRY (1 MIND.)	SA 7							25 26	28 25 26T	140	1	2 3		12
	7							51	82					
PETWORTH		34	50	25 24 24	30 28	25 27 28	24 26T 26	23 24T 25	23 24 25	518	1	1 17	1	11 6
		34	50	73	58	80	76	72	72					
PLUMMER		26	45 52	29 29 26 28 27 25	26 26 27 23 24	23 26 25 21 26 27 26	25 26 22T 24 27 25 30	28 31 30 27	26 25 24 24 25	1009 1005	1	2 34	2	29 1
		26	97	164	128	174	149	146	124					
POWELL			46 43	23 23 23 22	33 34	21 21	— —	26 25 25 24	22 22 21 21	475	-	2 16	2	10 6
			89	91	67	42	—	100	86					
POWELL ANNEX		16	—	20	— —	20 22	27 28 26 26 25			210	1	- 8		7
		16	—	20	—	42	132							
RANDLE HIGHLDS			35 35	31 25 32	34 36 14	32 20 19 18	34 33 20	32 32	30 30	552	-	2 17		6
			70	88	84	99	87	64	60					

Alphabetical Listing of Schools	Grades										Total Pupils	Total Classrooms in use			Total Classrooms Available		
	SHP	P-K	K	1	2	3	4	5	6			Prek	K	1-6	K	1-6	
RICHARDSON	11	17	35	NG 25 28	NG 26 27	NG 20 21	26 24	31 29	24 25		850						
(Includes Hope)	8T	19	33	28	25 27	21 22	28 23	33 29	25 26								
	12			(12) 11 Hudson		21 22	28										
	6																
	9																
	11																
	57	36	68	93	118	127	129	127	110				2	2 27	2	21	7
RIVER TERRACE	10	23	57	22 22 20(V)	23 25 25	25 26	25 25 24	27 25	25 25 25		469 479						
	10	23	57	64	73	51	74	52	75						2	16	
RUDOLPH	9		65 64	28 25 25 26 25	25 29 24T 24 28	28 29 29 29 31	27 34T 31T 31 29 31	28 29 31 28 30	26 26 28T 26 28		1011		SHP 9 K 2	31			
	9		129	129	130	141	186	146	136						2	28	3
SHADD	CLD 7	19 13	34 35	24 25 24 24 26	25 24 24 23T	28 27 24 25	27 26 27 30T 23	23 30 26 25 23	24 21 21 18		775		SHP 1 K 2	27			
	4	32	69	123	96	104	133	127	84						2	24	6
SHEPHERD			59	NG 23 24 25	NG 25 26 24	NG 28 27 26	104 (3TT+1T)	26 27 23	81 (3TT)		553		–	1 17			
			59	74	78	81	104	76	81						2	16	2
SIMMONS			47	27 27	23 23	23 23	29 28	23 24	24 24 24T		602						
		15	23	27 27	23 23	22 22T	29						–	2 21			
			Hinds		22												
			70	108	114	90	86	47	72						2	21	2

Alphabetical Listing of Schools	SMR	P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use	Total Classrooms Available
IMON + 1 MMD			40 43 42	20 28 22 26 23 30 25D(1)	27 26T 25 26 27 22 24	24 24 24 20 22T 24T 22 25T	26 23 27 25 24 23 25 25	33 25 33 33 33	25 25 27 21 29 25V	1175	- 3 41	K 2 1-6 21 7
			125	121	177	185	198	151	152			
NTER						27 28 23	27 27V	23 23	28	209	- - 8	5
						78	54	46	28			
OWE			68 41	24 27 26 25 24 26	27 27 25 26	31 32 30 31	33 32 31 30	32 29 28 29T	25 25 23 26	833	- 2 36	1 22 2
			109	155	105	124	126	118	99			
THERS		40	70	29 29 31	25 29 27	35 35 34	37 35 36	34 34 34	31 32 30	690	1 1 18	2 10 6
		40	70	89	81	104	108	105	93			
HINTON	5 SM	30D	42 44 43 anx 46R	20 21R 23R 23 anx 23 anx 23 23 23 23 23 anx	24 (annex) 24 " 25 " 24T 25R 26 28 28	23 25R 24R 25 25R 24R 26 (annex) 22 23	28R(V) 35 32 30R 32 29 27R	26 28R 25R 26 25 30R	24 25R 26R 26R 28	1361	SMR = 1 1 4 45	3 21 10
	5	30	175	228	204	217	213	160	109			
EVENS	11+ 9		14	22 9	23 14 1 trade	22 16	22 7 1 trade	25 17	26 9 1 trade	246	SMR = 2 - 1 9	1 13
	20		14	31	37	38	29	42	35			

Alphabetical Listing of Schools	SMR	Grades P-K	K	1	2	3	4	5	6	Total Pupils	Total Classrooms in use VV			Total Classrooms Available K		
STODDERT	11		33	26	21 9	1 Hdr 5	16 1 Hdr	26	23	184		1	6		1	8
	11		33	26	30	19	16	26	23			1	6		1	8
SUMNER			17	20	20	25	38 (1TT+1TTT)	25	25	190						
			17	10 1 Hdr 30	10 1 Hdr 30	25	38	25	25			1	7		1	9
SYPHAX		27	51	21 15	23 21					615						
			49	24 22T	21 21					616						
				24 22	25 25											
				24 21	22 21											
				23 22	24 22											
				23 23T												
		27	100	264	225							1	2	22	2	15 8
TAKOMA			49	29	28 29	28 24S	26 26	31 32	28 28	582						
			24	38 (2TT)	24S	28	25 25S	31	29S							
			73	67	81	80	102	94	85			2	18		1	15
THOMAS		25	50	26 25	20 23	30 29	25 25	25 25	26 26							
		16	50	26 26	23 20	29 28	28 28	25 25	27	850						
				27 25	22T		25			830						
		41	100	153	108	116	131	100	79			2	20	27	2	15 6
THOMPSON		27	55	NG	NG	NG	25 25	24 26	23 22T	439						
				19 19	18 20	26 23										
				20 20	21	23										
		27	55	78	59	72	50	50	45			1	1	16	1	15 2

Alphabetical Listing of Schools	SMP	Grades P-K	K	1	2	3	4	5	6	Total Pupils	Total Classrooms in use	Total Classrooms Available K	1-6
TRUESDELL	CID		40	26 26	18 20	23 23	25 26	29 29	24 28				
	18		39	25 24	21 21	23 26	29 25	28 31	24 24	1005			
			43	24 26	20 22	26 23	27 27	30	24		SMP = 1		
							25						
	18	=	122	151	122	144	184	147	124		- 3 35	2 29 2	-
TYLER		18	48	NG	NG	24 23	22 22	23 23	26 26				
		12	48	24 24	20 21	23 24	22 22	23 24	29 24	861			3 SMP
				25 25	20 18	20 23	22 19	22					
					18 16		20 18						
		30	96	98	113	137	167	115	105		2 2 33	2 24 6	
VAN NESS	8	25	37 36	24 19	20 19	30 30	26 25	24 27	27 27				
	9	23		20 21	18 20	32	24 24	28	26	651	SMP = 2		
	17	48	75	84	77	92	99	79	80		2 2 21	2 18 6	
WALKER-JONES		17	37	25 20	25 25	30 28	30 25	28 30	32 31				
		13	39	20 17	25 25	30T 23	28 28	29T 29	26V	737			
							22				2 2 24		
		30	76	82	100	111	133	116	89			2 19 4	
WATKINS			47	24 28	28 26	20 22	22 24	25 25	21T 22T				
			46	21 26	25 27	23 25	20 25	25 26	24 24				
				29		23	17 17		25	808			
							23				- 2 30	2 22 14	-
			93	131	106	113	148	101	116				

Alphabetical Listing of Schools	SMR	P-K	K	1	2	3	4	5	6	Total Pupils	Classrooms in use PK	K	1-6	Total Classrooms Available K	1-6	ITPA	RES
WEBB		29 27	48T 51	25 26 27T 26 27 25	20 20 21 16 21 19	21 23 22 20 22	25 25 24 26 24	24 26 24 23 22	27 26 27 26	885							
		56	99	156	117	108	124	119	106		2	2	31	2	22	8	
WEST	SQ 1		58	28 26 28	20 22 22 17S	25 25 26	26S 25 26	25 27 26	30 27	516	SQR-1						
	1		55	82	81	76	77	78	57			1	18	1	15		
WHEATLEY	CLD 3	16	40 39	21 24 23 24 21	19 18 19 19 18 19	19 17 18 18 17 18	25 23 22 25 25	20 19 21 20 19	20 21 21 21	733 713	SMR-1						
	3	16	79	113	112	107	120	80	83		1	2	31	2	25	8	
WHITTIER			42 42 42	23 23 24T 23 26 24	26 26 26 27 23 29	28 29 29 29 27 31V	32 29 31 31 33T 29 31	29 28 25 27 26 27 24	30 30 32 30 27T	518 1155							
			126	143	102	173	216	186	149			3	37	2	26	2	
WILSON		18 22 16	58 56	31 31 29 30 31	25 26 27 26 28	26 25 27 24	28 26 28 27	28 28 28 28 12 11H 1 Ind.	31 31 29 28	922							
		56	114	152	132	102	121	126	119		3	2	27	2	15	10	

Alphabetical Listing of Schools	SMR	P-K	K	Grades 1	2	3	4	5	6	Total Pupils	Classrooms in use Pk	Kg	1-6	Total Classrooms Available K	1-6	UD	Rm
WOODRIDGE		16	46	NG 23 24 23	NG 24D 22 21	NG 21 20D 20D	24 21 22 23	22 23 20 23	27 26 29	622							
		16	46	70	67	61	90	88	84		1	1	20	1	17		
YOUNG			46 47 48	28 29 29 29 31 26 28	27 26 27 26 26 29 26	33 31 33 31 31 33	28V 30 29 30 29 30	28 29 27 29 29	27 29 29 27	1150							
												3	33	2	25	5	
			141	200	187	192	176	142	112								

ADJUSTMENT OF CLASS SIZE TO A 27:1 RATIO FOR GRADES 1-6, 40-1 FOR KINDERGARTEN AND 30:1 FOR PRE-KINDERGARTEN FOR REGULAR ELEMENTARY SCHOOLS FOR D. C. PUBLIC SCHOOLS BASED ON MEMBERSHIP OF SEPTEMBER 21, 1970

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Aiton	Pre-K & K	2 @ 50	3 @ 40		
		2 @ 20	(23 - K)		
		1 @ 9	1 @ 29 (6 - Pre-K)	-1	
	1	5 @ 19-23	4 @ 26	-1	
	5	5 @ 31-34	6 @ 27	+1	
Total					-1
Amidon	4	11 @ 22-25	8 @ 26		
			2 @ 27	-1	
Total					-1
Barnard		NO CHANGE			0
Beers	3	4 @ 31-32	5 @ 25		+1
Benning	K	1 @ 41	1 @ 41		
		1 @ 27		-1	
	K & Grade 1		1 @ 27 K & 13 Gr. 1		
	Grade 1	5 @ 22-30	4 @ 27	0	
Total					-1
Blow-Pierce	2	7 @ 16-18	4 @ 26	-3	
			1 @ 15 Gr. 2 & 7 Gr. 3		
	3	5 @ 20-24	4 @ 26		
Total					-3
Bowen	5	10 @ 22-25	6 @ 26	-1	
			3 @ 27		
	6	10 @ 20-23	8 @ 27	-2	
Total					-3
Brent	Pre- K	2 @ 9-11	1 @ 20 Pre-K & 18 K		
	K	1 @ 58	1 @ 40	-1	
	1	2 @ 29-30	2 @ 27		
			1 @ 5 Gr. 1 & 15 Gr. 2		
	2	2 @ 21	1 @ 27		
	3	2 @ 16-20	1 @ 27)		
			1 @ 9 Gr. 3 & 8 Gr. 4)	-1	
	4	2 @ 17-18	1 @ 27)		
	5	2 @ 15-17	1 @ 28)	-1	
	6	1 @ 23	1 @ 23 Gr. 6 & 4 Gr. 5)		
Total					-2
Brightwood		NO CHANGE			0
Brookland		NO CHANGE			0
Bryan	K	2 @ 57	3 @ 38	+1	
	1	5 @ 21-24	4 @ 28	-1	
Total					0
Buchanan	2	4 @ 17-18	3 @ 24	-1	
	5	3 @ 30-31	3 @ 27		
			1 @ 11 Gr. 5 & 17 Gr. 6	+1	
	6	3 @ 31-34	3 @ 27		
Total					0

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Bunker Hill	K	2 @ 55-57	3 @ 38	+1	
Total					+1
Burroughs	1	5 @ 22-25	4 @ 29	-1	
Total					-1
Burrville	K	3 @ 27-37	2 @ 40 1 @ 17 K & 15 Gr. 1		
	1	3 @ 23	2 @ 27	-1	
	3	3 @ 22-23	2 @ 27 1 @ 14 Gr. 3 & 4 Gr.4	-1	
	4	4 @ 20-23	3 @ 27		
Total					-2
Carver		NO CHANGE			0
Clark	K	2 @ 31-36	1 @ 40 1 @ 27 K & 5 Gr. 1		
	1	4 @ 16-24	3 @ 27	-1	
Total					-1
Cook, J.F.	K	1 @ 57	1 @ 40 1 @ 17 K & 14 Gr. 1		
	1	4 @ 22-26	3 @ 27	-	
Total					0
Crummell		NO CHANGE			0
Davis			2 @ 42		
	K	3 @ 51-60	2 @ 43	+1	
	1	9 @ 22-31	8 @ 29	-1	
	2	7 @ 25-37	8 @ 26 4 @ 26	+1	
	3	6 @ 32-38	4 @ 27	+2	
	4	7 @ 25-33	8 @ 26 6 @ 26	+1	
	5	6 @ 30-38	2 @ 27	+2	
	6	6 @ 29-36	7 @ 28	+1	
Total					+8
Drew	Kgn.	2 @ 64	3 @ 43	+1	
	1	5 @ 29-32	5 @ 28 1 @ 13 Gr. 1 & 10 Gr. 2		
	2	5 @ 33-35	6 @ 27	+2	
	3	5 @ 30-32	6 @ 26	+1	
	4	5 @ 30-34	6 @ 27	+1	
Total					+5
Eaton		NO CHANGE			0
Eckington	1	2 @ 19-20	1 @ 27 1 @ 12 Gr. 1 & 13 Gr.2		
	2	1 @ 25 1 @ 13 Gr. 2 & 10 Gr. 3	1 @ 25	-1	
	3	1 @ 25	1 @ 27 1 @ 8 Gr. 3 & 16 Gr.4		
	4	2 @ 21-23	2 @ 27	+1	
Total					0

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Edmonds	K	1 @ 22	1 @ 22 K & 7 Gr. 1		
	1	1 @ 26	1 @ 26		
		1 @ 7 Gr. 1 & 10 Gr. 2			
	2	1 @ 20	1 @ 30	-1	
Total					-1
Emery	K	2 @ 67	3 @ 45	+1	
			5 @ 26		
	2	7 @ 29-32	3 @ 27	+1	
	3	5 @ 29-32	6 @ 26	+1	
	5	4 @ 31-33	5 @ 28		
		1 @ 10 Gr. 5 & 26 Gr. 6			
	6	4 @ 27-28	5 @ 27	+1	
Total					+4
Fillmore	K	1 @ 7			
	1	1 @ 18	1 @ 7 K & 18 Gr. 1	-1	
Total					-1
Gage	1	2 @ 19	1 @ 29		
			1 @ 9 Gr. 1 & 20 Gr. 2		
	2	2 @ 24-25	1 @ 29	-1	
Total					-1
Garfield	K	2 @ 70	3 @ 47	+1	
	1	6 @ 24-31	7 @ 26	+1	
		2 @ 12 (Church)	2 @ 12 (Ch)		
	2	4 @ 30-35	5 @ 26	+1	
		2 @ 22 (Ch)	2 @ 22 (Ch)		
	3	4 @ 39-41	6 @ 27	+2	
	4	5 @ 32-35	6 @ 28	+1	
	5	4 @ 33-35	5 @ 27	+1	
Total					+7
Gibbs			1 @ 29		
	1	5 @ 21-25	3 @ 28	-1	
	2	4 @ 24-28	3 @ 27		
			1 @ 19 Gr. 2 & 9 Gr. 3		
	3	5 @ 23-24	4 @ 27	-1	
	4	6 @ 19-23	4 @ 28		
			1 @ 12 Gr. 4 & 14 Gr.5		
	5	4 @ 26-28	4 @ 27	-1	
		1 @ 14 Gr. 5 & 10 Gr. 6	2 @ 28		
	6	4 @ 25-28	2 @ 29	-	
Total					-3
Giddings	2	3 @ 20-21	2 @ 27		
			1 @ 8 Gr. 2 & 8 Gr. 3		
	3	3 @ 20	2 @ 26	-1	
Total					-1

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Goding	K	2 @ 52-54	2 @ 40		
			1 @ 26 K & 7 Gr. 1		
	1	5 @ 26-29	5 @ 27	+1	
			3 @ 28		
	3	5 @ 21-24	1 @ 27	-1	
Total					0
Hardy	K	1 @ 19			
	1	1 @ 23	1 @ 19 K & 23 Gr. 1	-1	
	2	1 @ 18	1 @ 18 Gr. 2 & 13 Gr.3		
	3	1 @ 13 Gr. 3 & 7 Gr. 4		-1	
	4	1 @ 24	1 @ 31		
	5	2 @ 19	1 @ 31		
	6	1 @ 24	1 @ 7 Gr. 5 & 24 Gr.6	-1	
Total					-3
Harris	Pre-K	1 @ 16	1 @ 16 Pre-K & 25 K		
	K	2 @ 49-56	2 @ 40	-	
	1	7 @ 19-23	6 @ 24	-1	
			4 @ 28		
	2	7 @ 17-22	1 @ 27	-2	
	4	5 @ 33-37	6 @ 29	+1	
			4 @ 28		
	5	4 @ 32-36	1 @ 27	+1	
Total					-1
Hearst	K	1 @ 20	1 @ 20 K & 6 Gr. 1		
	1	1 @ 33	1 @ 27	-	
	3	1 @ 35	1 @ 29		
	4	1 @ 23	1 @ 23 Gr. 4 & 9 Gr.3	-	
Total					0
Hendley (Main)			5 @ 27		
	2	5 @ 36-39	2 @ 26	+2	
	3	5 @ 36-39	7 @ 27	+2	
			5 @ 28		
	4	7 @ 32-38	4 @ 27	+2	
	5	6 @ 26-32	6 @ 27		
			1 @ 11 Gr. 5 & 17 Gr.6	+2	
	6	4 @ 36-40	5 @ 27		
Total					+8
Hendley Annex 1	K	4 @ 50	5 @ 40	+1	
Total					+1
Henley Annex 2		NO CHANGE			0
Houston	1	3 @ 28-35	3 @ 26		
			1 @ 14 Gr. 1 & 10 Gr.2		
	2	3 @ 30-31	3 @ 27	+1	
Total					+1

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Hyde	K	1 @ 12	1 @ 12 K & 17 Gr. 1		
	1	1 @ 24	1 @ 7 Gr. 1 & 15 Gr.2		
	2	1 @ 15		-1	
Total					-1
Jackson	1	1 @ 11	1 @ 11 Gr. 1 & 13 Gr.2		
	2	1 @ 13			
	3	1 @ 19	1 @ 19 Gr. 3 & 7 Gr.4	-1	
	4	1 @ 15			
	5	1 @ 18	1 @ 8 Gr. 4 & 18 Gr.5	-1	
Total					-2
Janney	K	2 @ 23-24	1 @ 40		
			1 @ 7 K & 20 Gr. 1		
	1	2 @ 24	1 @ 28	-1	
	2	2 @ 24-25	-		
			1 @ 27		
	3	3 @ 17-20	1 @ 28	-1	
Total					-2
Keene		1 @ 30			
	Kgn.	1 @ 29	1 @ 40	-1	
			1 @ 19 Kgn. & 13 Gr.1	+1	
	1	3 @ 30-32	3 @ 27	-	
Total					-
Kenilworth	1	3 @ 30-31	3 @ 27	-	
			1 @ 10 Gr. 1 & 15 Gr.2		
	2	5 @ 19-30	4 @ 27	-	
Total					-
Ketcham	1	6 @ 31-33	6 @ 27 1 @ 28	+1	
	2	4 @ 26-36	4 @ 28		
			1 @ 8 Gr. 2 & 15 Gr.3	+1	
	3	4 @ 29-33	4 @ 28		
	4	5 @ 29-32	5 @ 28	-	
			1 @ 16 Gr. 4 & 11 Gr.5	+1	
	5	4 @ 33-34	4 @ 28		
			1 @ 10 Gr. 5 & 12 Gr.6	+1	
	6	4 @ 29-31	4 @ 27		
Total					+4
Ketcham Annex		NO CHANGE			0
Key	Kgn.	1 @ 22	1 @ 22 Kgn. & 16 Gr.1		
	1	1 @ 24	-	-1	
	2	1 @ 21	1 @ 8 Gr. 1 & 21 Gr.2		
Total					-1

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Kimball	3	7 @ 28-32	7 @ 28	-	
			1 @ 13 Gr. 3 & 12 Gr.4	+1	
	4	7 @ 33-34	7 @ 28 1 @ 27	+1	
	5	6 @ 32-35	5 @ 28 2 @ 27	+1	
	6	5 @ 31-35	6 @ 28	+1	
Total					+4
Kingsman	1	4 @ 23-24	3 @ 27	-1	
			1 @ 13 Gr. 1 & 14 Gr.2	+1	
	2	4 @ 22-26	3 @ 27	-1	
Total					-1
Lafayette		NO CHANGE			0
Langdon		NO CHANGE			0
Langston	1	3 @ 20-21	2 @ 28	-1	
			1 @ 6 Gr. 1 & 21 Gr.2	+1	
	2	3 @ 24-28	2 @ 28	-1	
Total					-1
La Salle		NO CHANGE			0
Leckie	2	3 @ 17-18	2 @ 27	-1	
	3	5 @ 20-23	4 @ 27	-1	
	4	5 @ 22-26	4 @ 29	-1	
	5	4 @ 20-22	2 @ 28 1 @ 27	-1	
Total					-4
Lenox	1	3 @ 13-19	2 @ 23	-1	
	5	2 @ 20	1 @ 27	-1	
		1 @ 6 Gr. 5 & 13 Gr. 6	1 @ 19 Gr. 5 & 5 Gr.6		
	6	1 @ 19	1 @ 27		
Total					-2
Lewis		NO CHANGE			0
Logan	2	5 @ 18-20	4 @ 23	-1	
Total					-1
Lovejoy		NO CHANGE			0
Ludlow		NO CHANGE			0
Madison		NO CHANGE			0
Mann	Kgn.	1 @ 18		-1	
	1	1 @ 16	1 @ 18 Kgn. & 16 Gr. 1		
Total					-1
Maury	2	3 @ 20-24	2 @ 27	-1	
			1 @ 11 Gr. 1 & 14 Gr.2	+1	
	3	3 @ 22-24	2 @ 27	-1	
Total					-1
Merritt			1 @ 28		
	1	3 @ 17-21	1 @ 27	-1	
Total					-1

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Miner	1	5 @ 22-24	4 @ 27	-1	
			1 @ 8 Gr. 1 & 14 Gr.2	+1	
	2	5 @ 24-25	4 @ 27	-1	
	5	5 @ 21-23	4 @ 27	-1	
Total					-2
Mott	2	4 @ 25-27	3 @ 28 & 1 @ 27		
	2-3	1 @ 7 Gr. 2 & 12 Gr. 3		-1	
	3	3 @ 23-24	2 @ 27 & 1 @ 28		
Total					-1
Murch	1	3 @ 20-22	2 @ 27	-1	
			1 @ 10 Gr. 1 & 16 Gr.2	+1	
	2	4 @ 22-27	3 @ 27	-1	
Total					-1
Nalle		NO CHANGE			0
Nichols Ave.	1	4 @ 16-23	3 @ 21	-1	
Total					-1
Noyes	1	4 @ 33-34	5 @ 27	+1	
			2 @ 28		
	2	3 @ 33	1 @ 27		
			1 @ 16 Gr. 2 & 11 Gr.3	+1	
	3	3 @ 30-31	3 @ 27		
	6	3 @ 35-38	4 @ 27	+1	
Total					+3
Orr	1	2 @ 35-36	2 @ 28		
			1 @ 15 Gr. 1 & 11 Gr.2	+1	
	2	2 @ 33-34	2 @ 28		
Total					+1
Oyster		NO CHANGE			0
Patterson	2	4 @ 18-24	3 @ 27	-1	
			1 @ 5 Gr. 2 & 16 Gr.3	+1	
	3	6 @ 19-21	4 @ 27	-2	
			1 @ 27		
	4	5 @ 22-23	3 @ 28	-1	
Total					-3
Payne		NO CHANGE			0
Peabody			1 @ 26 Gr. 4		
	4	2 @ 21-26	1 @ 5 Gr. 5 & 23 Gr.4		
	5	1 @ 27	1 @ 27		
	5-6	1 @ 10 Gr. 5 & 9 Gr. 6		-1	
	6	2 @ 22-23	2 @ 27		
Total					-1
Perry		NO CHANGE			0

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Petworth	4	3 @ 24-26	2 @ 27	-1	
	4-5	-	1 @ 8 Gr. 4 & 9 Gr.5	+1	
	5	3 @ 23-25	2 @ 27	-1	
	5-6	-	1 @ 9 Gr. 5 & 18 Gr.6	+1	
	6	3 @ 23-25	2 @ 29	-1	
Total					-1
Plummer	3	7 @ 21-27	6 @ 27	-1	
	3-4	-	1 @ 12 Gr. 3 & 15 Gr.4	+1	
			1 @ 26		
	4	6 @ 22-27	4 @ 27	-1	
Total					-1
Powell	5	4 @ 24-26	3 @ 27	-1	
			1 @ 19 Gr. 5 & 5 Gr.6	+1	
	6	4 @ 21-22	3 @ 27	-1	
Total					-1
Powell Annex		NO CHANGE			0
Randle High.		NO CHANGE			0
Richardson		NO CHANGE			0
River Terrace		NO CHANGE			0
Rudolph		NO CHANGE			0
Shadd	1	5 @ 24-26	4 @ 28	-1	
			1 @ 11 Gr. 1 & 15 Gr.2	+1	
	2	4 @ 23-25	3 @ 27	-1	
	6	4 @ 18-24	3 @ 28	-1	
Total					-2
Shepherd		NO CHANGE			0
Simmons	2	5 @ 22-23	4 @ 26	-1	
			1 @ 10 Gr. 1 & 9 Gr.2	+1	
	3	4 @ 22-23	3 @ 27	-1	
Total					-1
Simon	3	4 @ 24	4 @ 26	-1	
		2 @ 22			
		1 @ 25	3 @ 27		
		1 @ 20			
		2 @ 23			
	4	3 @ 25	5 @ 28	-1	
		1 @ 24			
		1 @ 26	2 @ 29		
		1 @ 27			
	5	4 @ 33	5 @ 26	+1	
		1 @ 25	1 @ 27		
Total					-1
Slater		NO CHANGE			0

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Slowe	K	1 @ 68	2 @ 36	+1	
		1 @ 41	1 @ 37		
	3	2 @ 31	4 @ 28		
		1 @ 32			
		1 @ 30			
	4	4 @ 30-33	4 @ 28		
			1 @ 26 (Gr. 3 & 4)	+1	
	5	4 @ 28-32	4 @ 28		
	6	4 @ 23-26	3 @ 28		
			1 @ 21	0	
Total					0
Smothers	K	1 @ 70	2 @ 35	+1	
	3	3 @ 34-35	4 @ 26	+1	
	4	3 @ 35-37	4 @ 27	+1	
	5	3 @ 34-37	3 @ 26		
			1 @ 27	+1	
Total					+4
Stanton	1	10 @ 20-24	4 @ 28	-2	
			4 @ 29		
	3	9 @ 22-26	7 @ 27	-1	
			1 @ 28		
Total					-3
Stevens		NO CHANGE			0
Stoddert		NO CHANGE			0
Sumner	K	1 @ 17	1 @ 32 (&15 Gr. 1))		
	1	1 @ 20)	)	-1	
	2	1 @ 20)	1 @ 25 (5 Gr. 1))		
Total					-1
Syphax	Pre-K	1 @ 27	1 @ 37 (& 10 Kgn.)	0	
	K	2 @ 49-51	2 @ 45	0	
			8 @ 26		
	1	12 @ 15-24	2 @ 28	-2	
			7 @ 28		
	2	10 @ 21-25	1 @ 29	-2	
Total					-4
Takoma			1 @ 36		
	K	2 @ 24 & 49	1 @ 37	0	
Total					0
Thomas	Pre-K	2 @ 16 & 25	2 @ 30 & 31	0	
	K	2 @ 50	2 @ 40	0	
	2	5 @ 20-23	4 @ 27	-1	
Total					-1

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Thompson	K	1 @ 58	2 @ 58	+1	
			2 @ 28		
	1	4 @ 19-20	1 @ 25 (& 3 Gr. 1)	-1	
	2	3 @ 18-21	2 @ 28	-1	
Total					-1
Truesdell	1	6 @ 24-26	5 @ 28	-1	
			4 @ 28		
	2	6 @ 18-22	1 @ 21 (&11 Gr. 1)	-1	
	3	6 @ 23-26	5 @ 28	-1	
			6 @ 28		
	4	7 @ 25-29	1 @ 20 (& 4 Gr. 3)	0	
Total					-3
Tyler	Pre-K	2 @ 12 & 18	1 @ 30	-1	
	K	2 @ 48	2 @ 42	0	
			3 @ 28		
	1	4 @ 24-25	1 @ 26 (& 12 K)	0	
			3 @ 28		
	2	6 @ 16-20	1 @ 29	-2	
			3 @ 27		
	3	6 @ 20-24	2 @ 28	-1	
			5 @ 28		
	4	8 @ 18-22	1 @ 27	-2	
			3 @ 29		
	5	5 @ 22-24	1 @ 28	-1	
Total					-7
Van Ness	1	4 @ 19-24	3 @ 28	-1	
			2 @ 26		
	2	4 @ 18-20	1 @ 25	-1	
Total					-2
Walker-Jones	Pre-K	2 @ 17 & 13	1 @ 30	-1	
			2 @ 27		
	1	4 @ 17-25	1 @ 28	-1	
Total					-2
Watkins			3 @ 28		
	3	5 @ 20-25	1 @ 29	-1	
			5 @ 25		
	4	7 @ 17-25	1 @ 23	-1	
			3 @ 28		
	5	4 @ 25-26	1 @ 25 (& 4 Gr. 6)		
	6	5 @ 21-25	4 @ 28	-1	
Total					-3

School	Grade	Number of Classes From	Number of Classes To	Net Gain or Loss	Total Change
Webb			1 @ 31 (& 16 Gr. 1)		
	K	2 @ 48 & 51	2 @ 42	+1	
	1	6 @ 25-27	5 @ 28	-1	
			1 @ 25		
	2	6 @ 16-21	4 @ 23	-1	
	3	5 @ 20-23	4 @ 27	-1	
	4	5 @ 24-26	4 @ 28	-1	
			4 @ 27		
	5	5 @ 22-26	1 @ 18 (& 7 Gr. 4)	0	
Total					-3
West	2	4 @ 17-22	3 @ 27	-1	
Total					-1
Wheatley	Pre-K	1 @ 16	1 @ 26 (& 10 K)	0	
			1 @ 39		
	K	2 @ 40	1 @ 35 (& 5 Gr. 1)	0	
	1	5 @ 21-24	4 @ 27	-1	
	2	6 @ 18-19	4 @ 28	-2	
			3 @ 27		
	3	6 @ 17-19	1 @ 26	-2	
			1 @ 26		
	5	5 @ 19-20	2 @ 27	-2	
			2 @ 28		
	6	4 @ 20-21	1 @ 27	-1	
Total					-8
Whittier	4	7 @ 29-33	8 @ 27	+1	
Total					+1
Wilson	Pre-K	3 @ 16-22	3 @ 30 (& 34 K)	0	
	K	2 @ 56-58	2 @ 40	0	
Total					0
Woodridge	1	3 @ 23-24	2 @ 28	-1	
			2 @ 28		
	2	3 @ 21-24	1 @ 25 (& 14 Gr. 1)	0	
			1 @ 27		
	3	3 @ 20-21	1 @ 26	-1	
			2 @ 25		
	4	4 @ 21-24	1 @ 26	0	
			1 @ 22 (&8 Gr. 3)		
Total					-2
Young			3 @ 28		
	3	6 @ 31-33	4 @ 27	+1	
Total					+1

Prepared by
Division of Planning, Innovation & Research
October 1970

DIAGRAM NO. 1

RELATION BETWEEN TEACHER EXPENDITURES PER PUPIL FISCAL 1971 AND FAMILY INCOME LEVEL OF SCHOOL

Average Expenditure per Pupil - $499

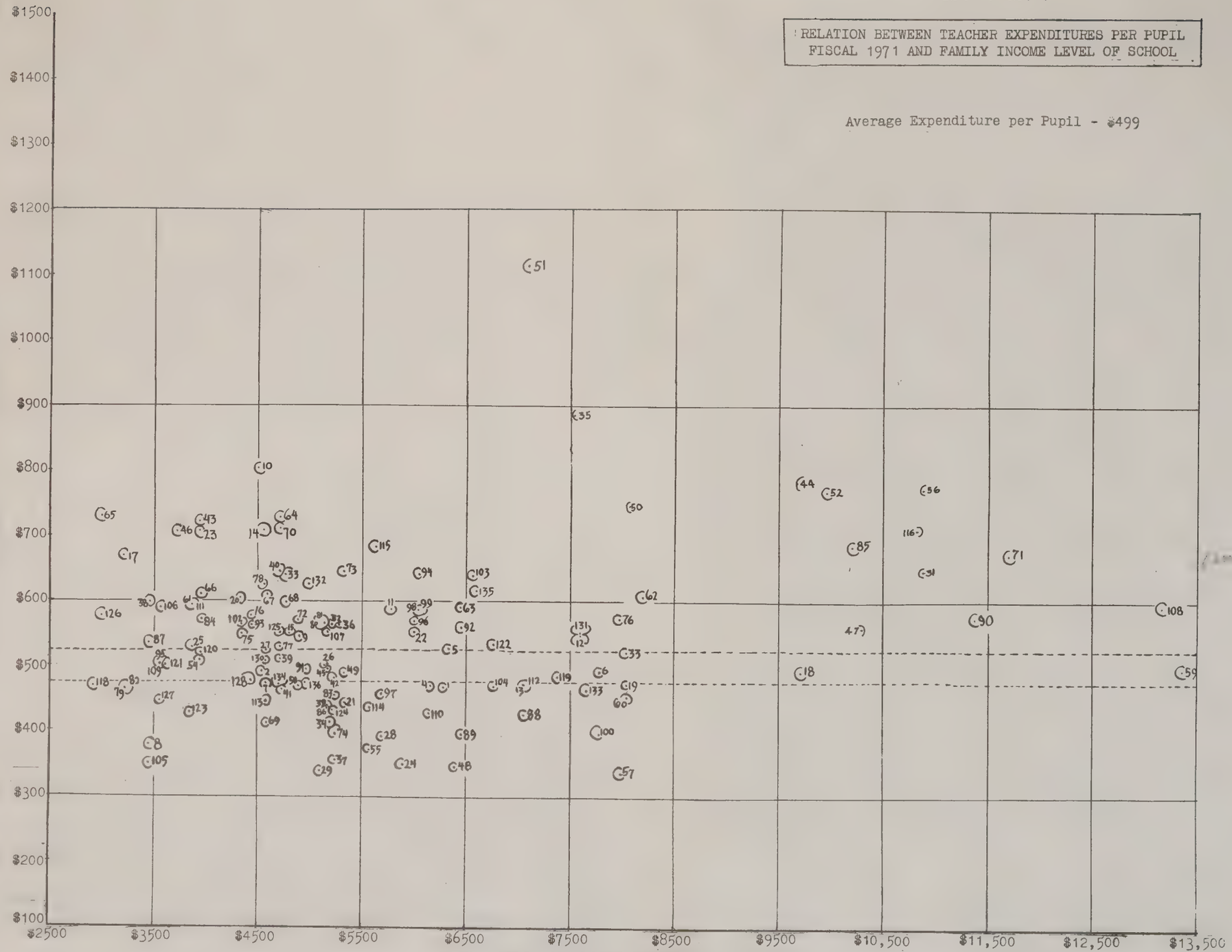
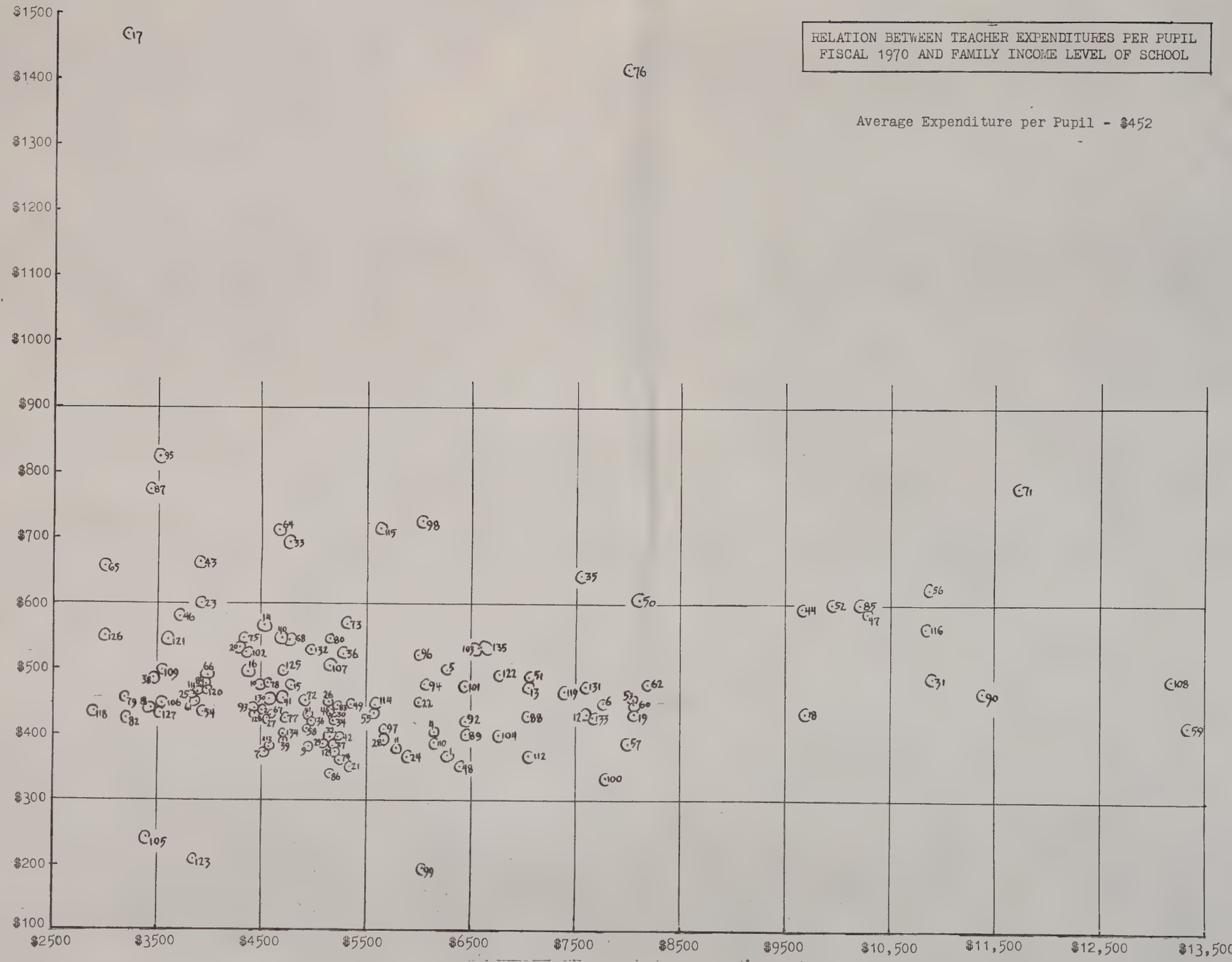
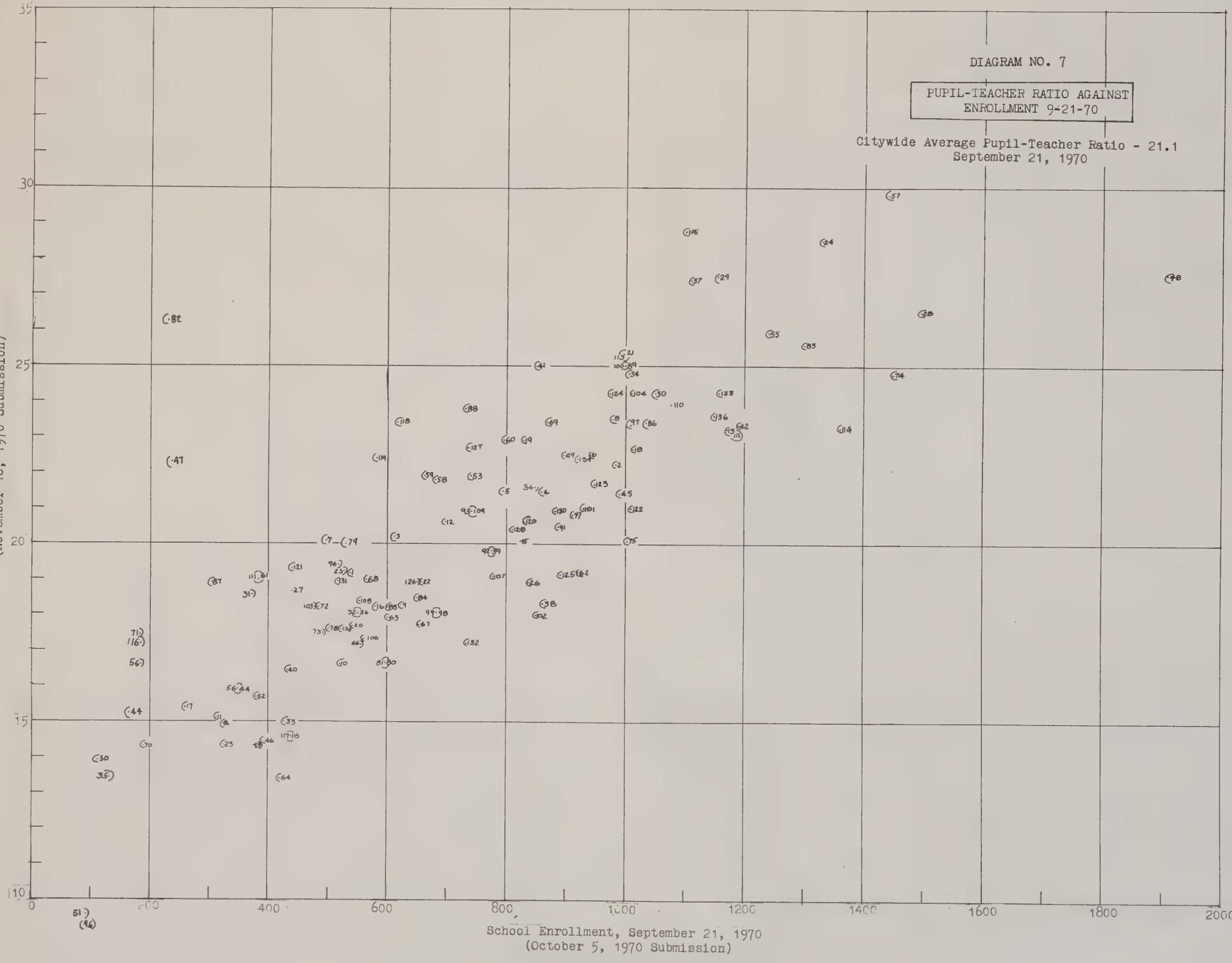


DIAGRAM NO. 2

RELATION BETWEEN TEACHER EXPENDITURES PER PUPIL
FISCAL 1970 AND FAMILY INCOME LEVEL OF SCHOOL

Average Expenditure per Pupil - $452




DIAGRAM NO. 7
PUPIL-TEACHER RATIO AGAINST ENROLLMENT 9-21-70
Citywide Average Pupil-Teacher Ratio - 21.1
September 21, 1970
Pupil-Teacher Ratio
(November 16, 1970 Submission)
35
30
25
20
15
10
0
200
400
600
800
1000
1200
1400
1600
1800
2000
School Enrollment, September 21, 1970
(October 5, 1970 Submission)



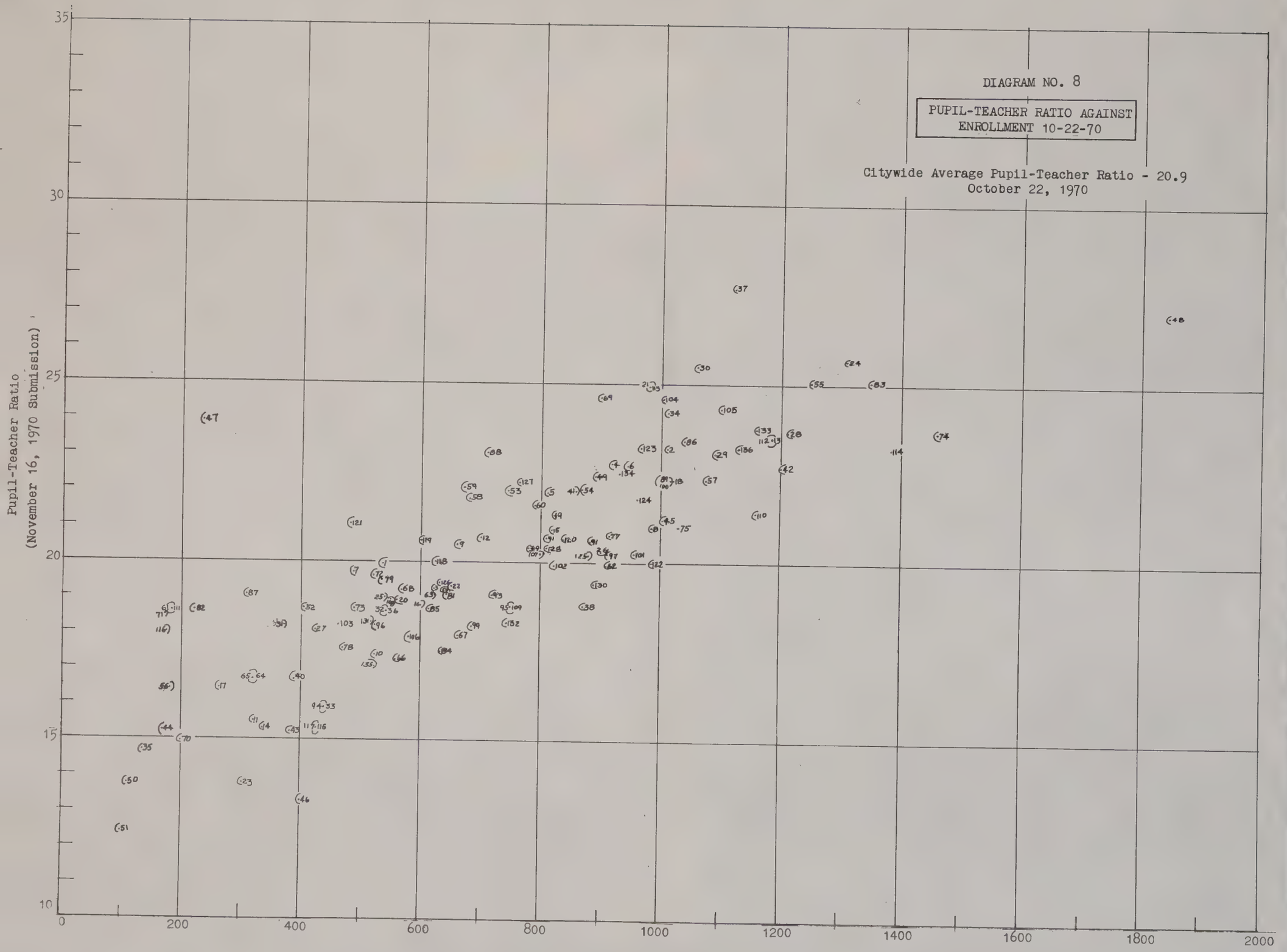

DIAGRAM NO. 8
PUPIL-TEACHER RATIO AGAINST ENROLLMENT 10-22-70
Citywide Average Pupil-Teacher Ratio - 20.9
October 22, 1970
Pupil-Teacher Ratio
(November 16, 1970 Submission)
35
30
25
20
15
10
0
200
400
600
800
1000
1200
1400
1600
1800
2000
School Enrollment October 22, 1970
(November 16, 1970 Submission)

DIAGRAM NO. 9

PROJECTED TEACHER COSTS PER PUPIL FISCAL 1971 AGAINST ENROLLMENT 9-21-70

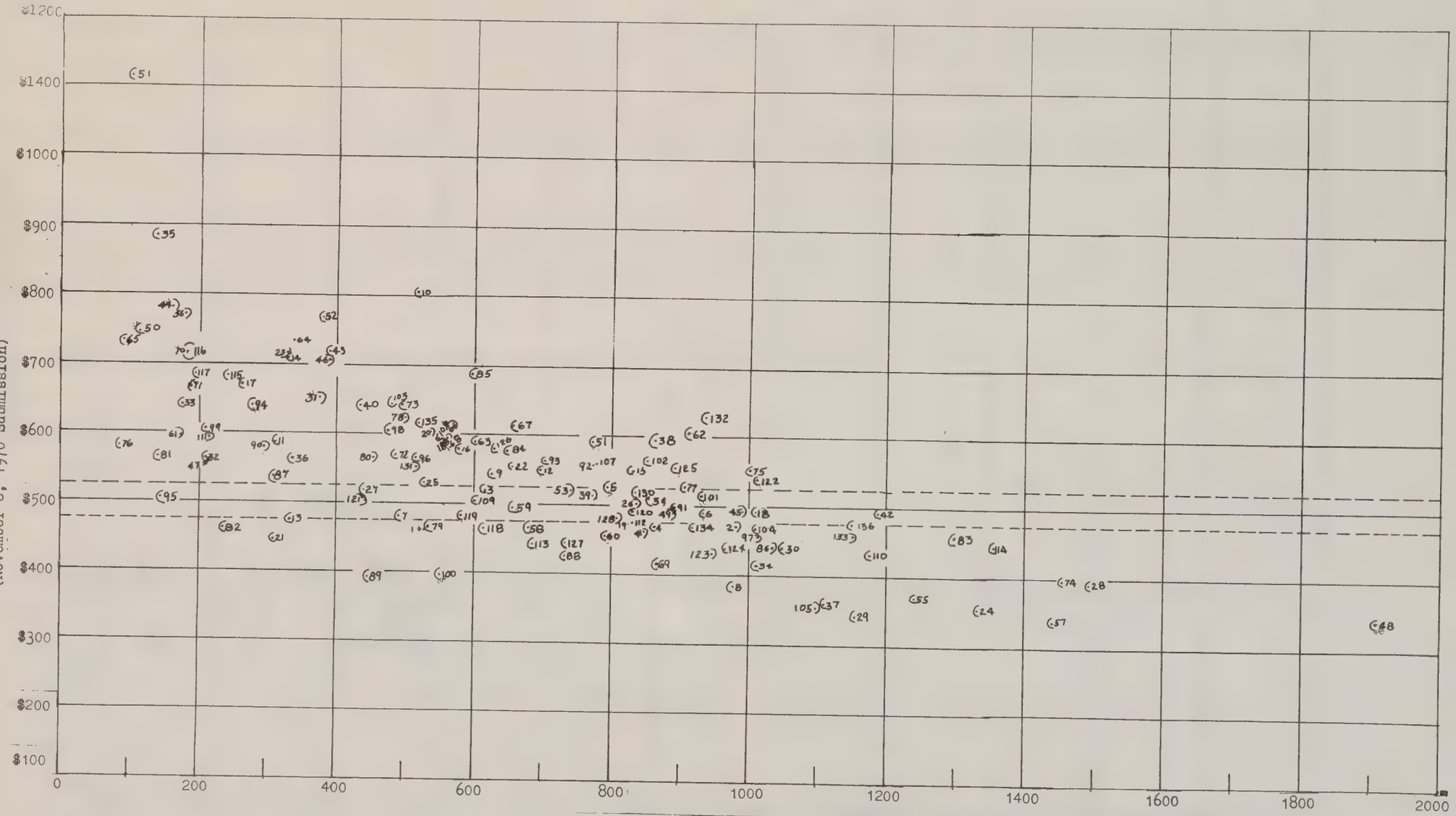


DIAGRAM NO. 4

RELATION BETWEEN TEACHER ACADEMIC PREPARATION AND FAMILY INCOME LEVEL OF SCHOOL

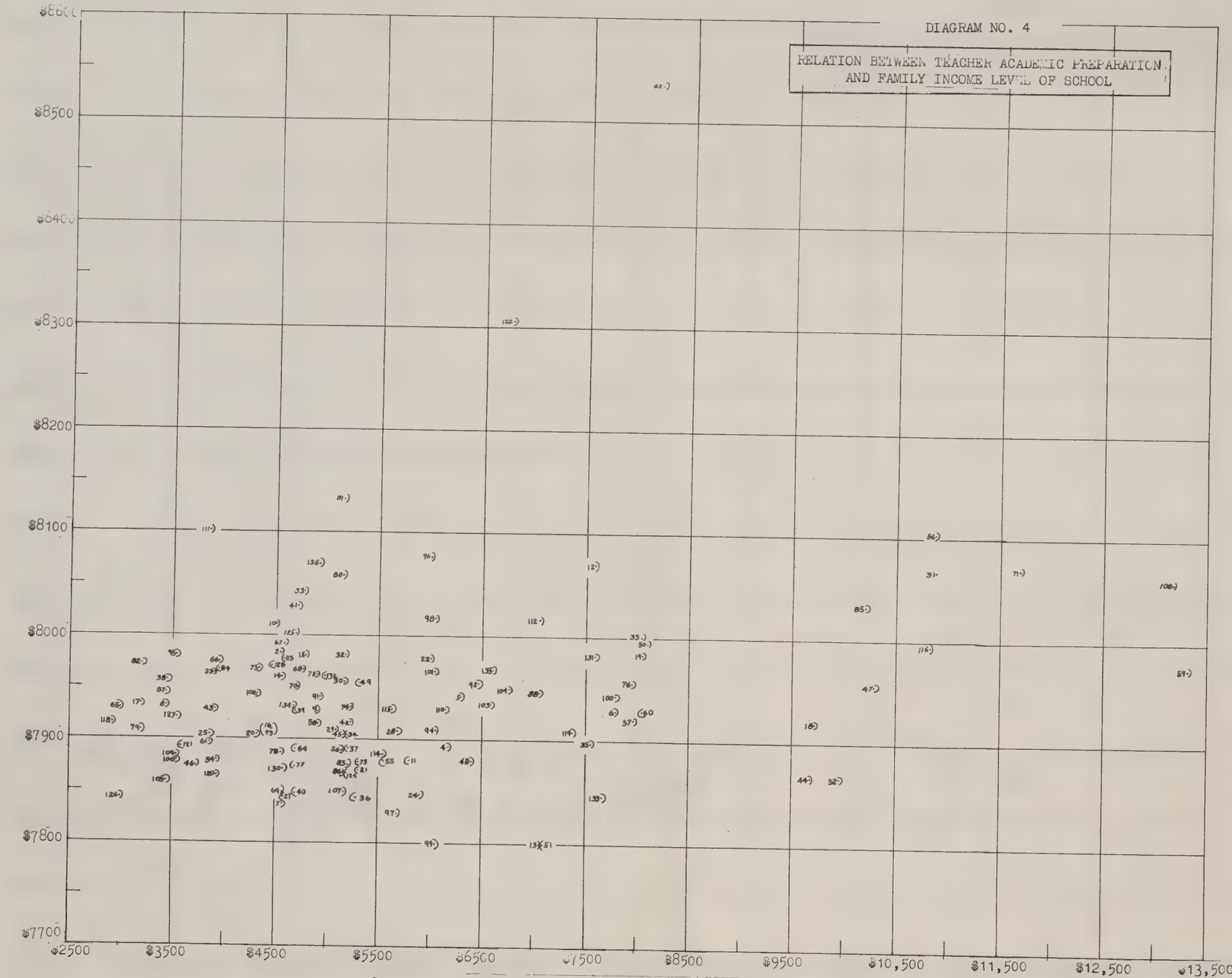


DIAGRAM NO. 5

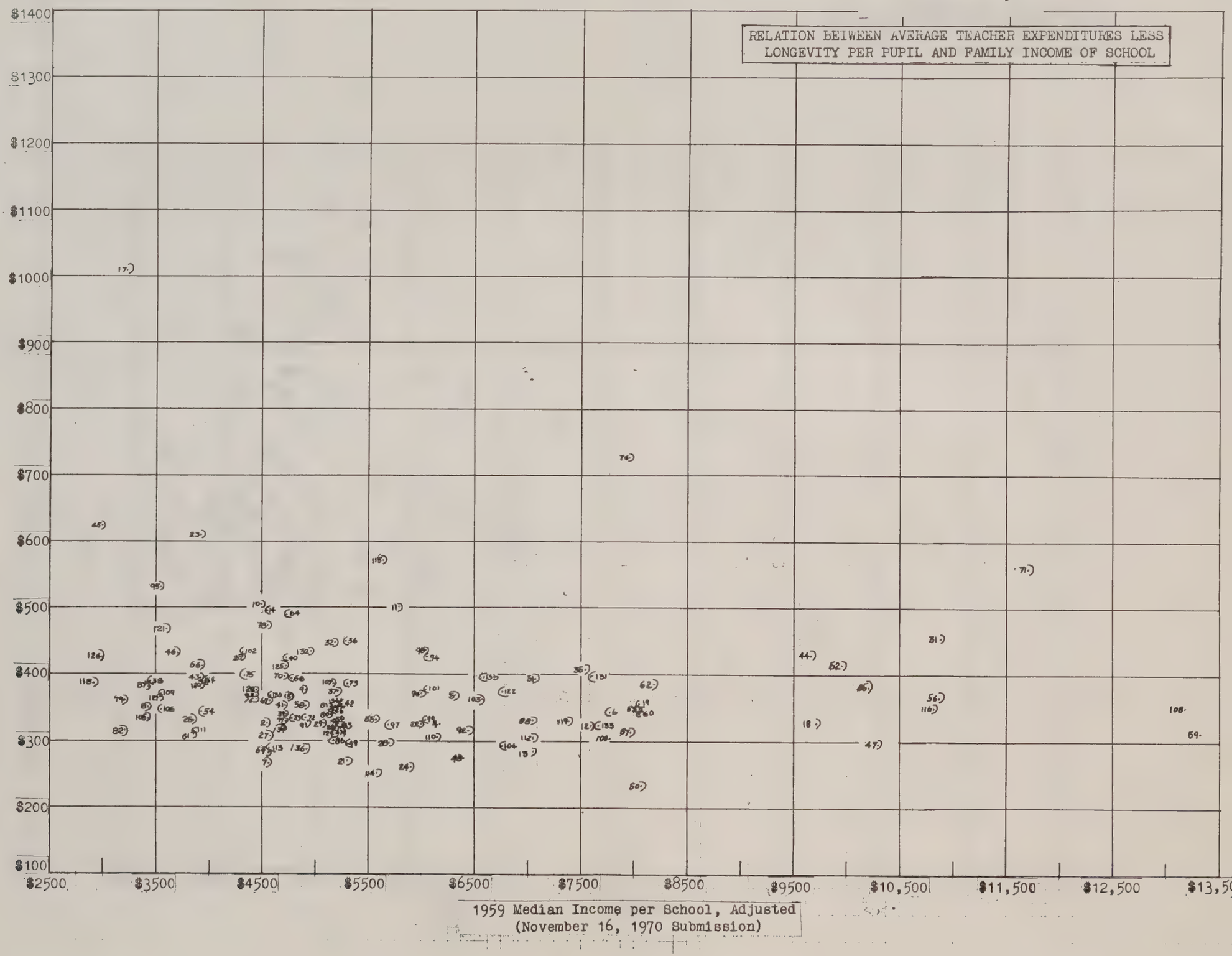
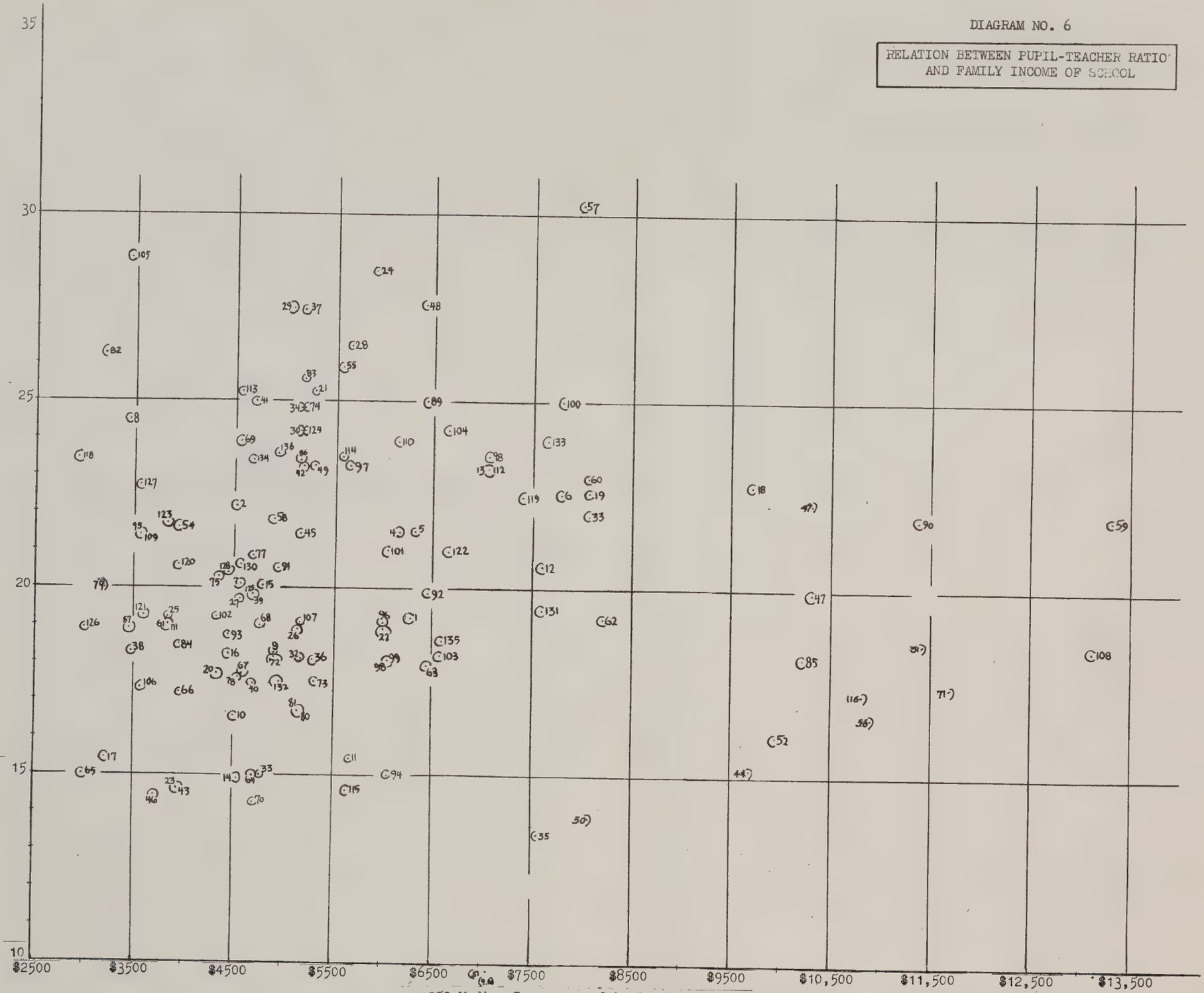

RELATION BETWEEN AVERAGE TEACHER EXPENDITURES LESS LONGEVITY PER PUPIL AND FAMILY INCOME OF SCHOOL
Estimated Average Teacher Expenditures Less Longevity per Pupil (November 16, 1970 Submission)
$1400
$1300
$1200
$1100
$1000
$900
$800
$700
$600
$500
$400
$300
$200
$100
$2500
$3500
$4500
$5500
$6500
$7500
$8500
$9500
$10,500
$11,500
$12,500
$13,500
1959 Median Income per School, Adjusted (November 16, 1970 Submission)

DIAGRAM NO. 6

RELATION BETWEEN PUPIL-TEACHER RATIO AND FAMILY INCOME OF SCHOOL



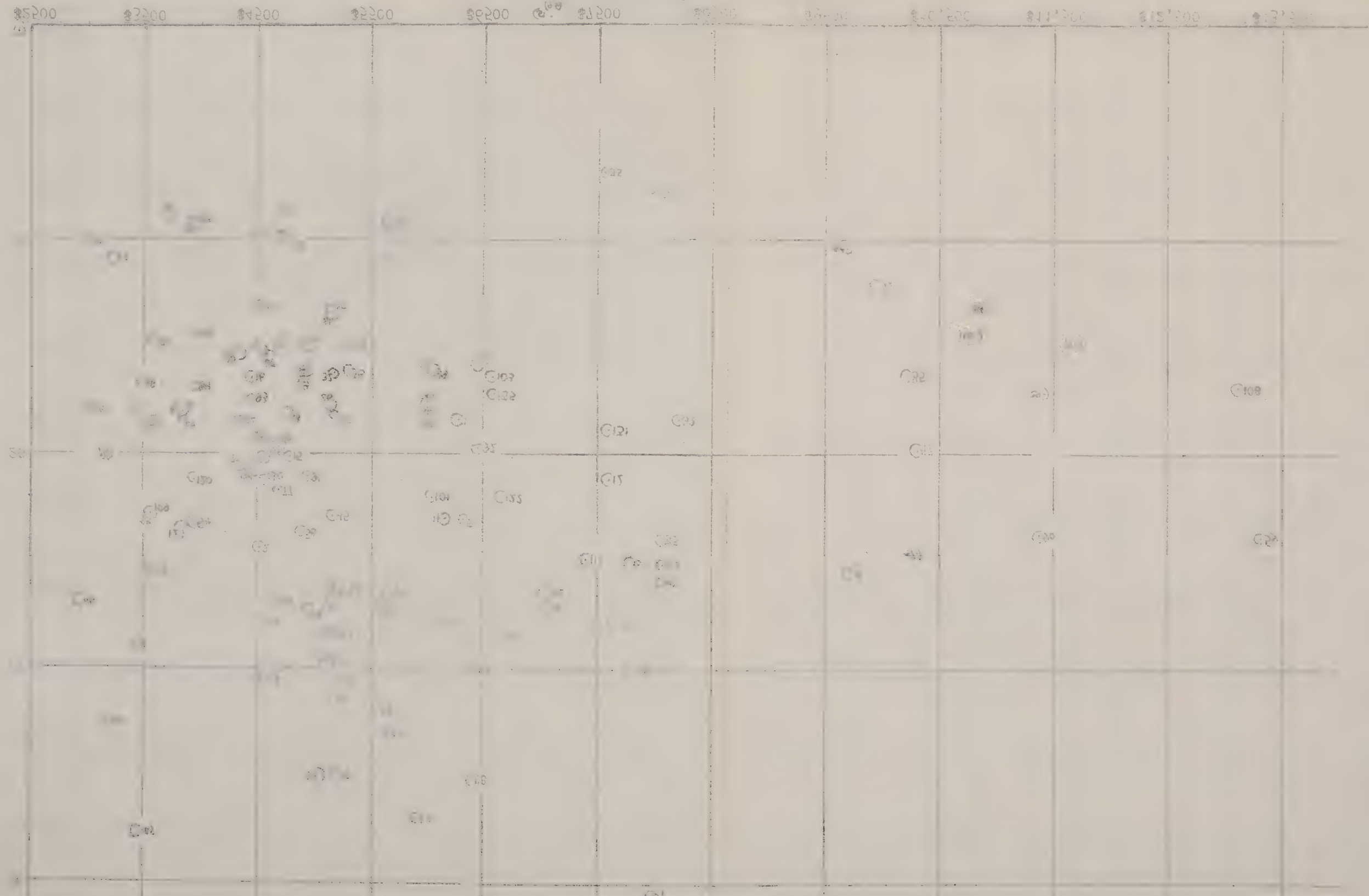


DIAGRAM NO. 3

RELATION BETWEEN TEACHER EXPERIENCE AND FAMILY INCOME LEVEL OF SCHOOL

Average Years Experience - 9.8 Years

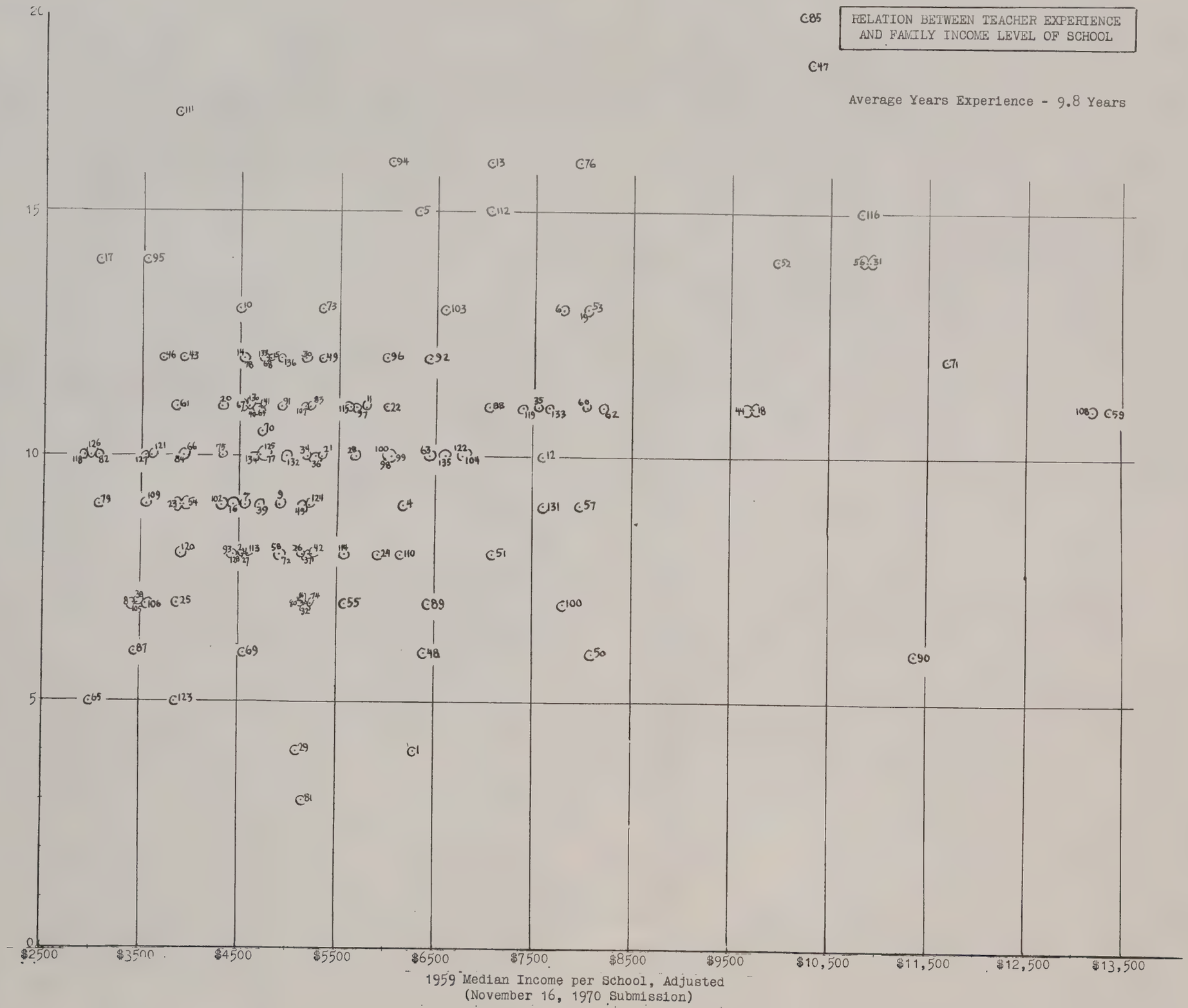




Chart II

Per Capita Expenditures per Pupil in Selected D.C. Elementary Schools*
1963-64

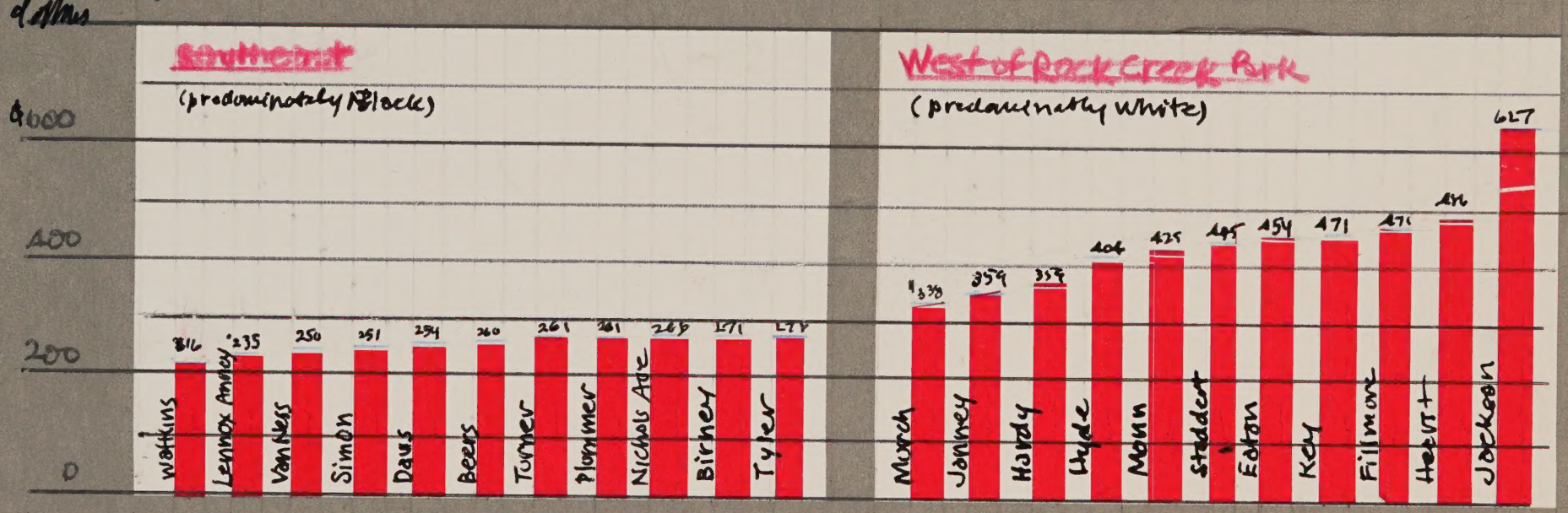
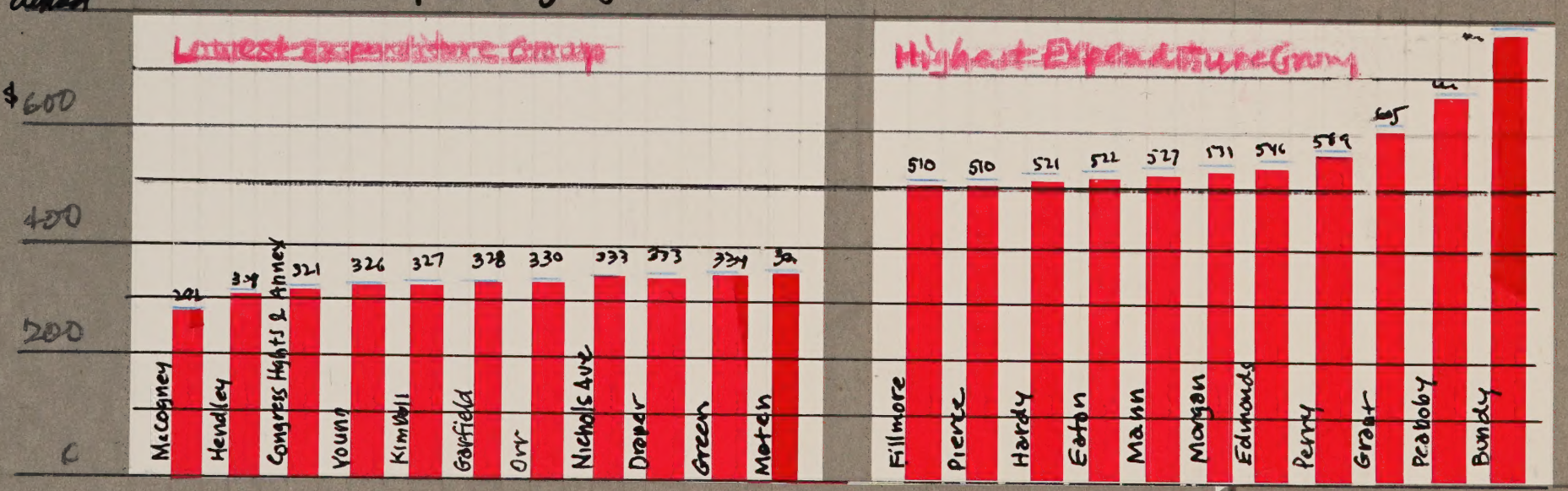


Chart II

Expenditures per Pupil in Selected D.C. Elementary Schools
Based on 1968 Regular Budget funds



*

Chart No. 8 D.C. Public Schools

Average Number of Books per Pupil, Elementary Schools, 1969

